وزارة التربية الوطنية

The People's Democratic Republic of Algeria
Ministry of National Education

ON THE MOVE

Middle School, Year Four

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CONTENTS

FROM THE AUTHORS OF THIS BOOK
TO THE STUDENT



Welcome to On the Move and meet your new friends. They'll keep you company for a year and help you become better speakers and writers of English. Fill in their C.Vs as you progress throughout the course and find out about their personal details.



But before you do that you must, first of all, find your way into the pages of the book. Follow us.

WHEN YOU SEE	YOU WILL
FOOD FOR THOUGHT	enter the file through two contrasted pictures. These will set you thinking and warm you up to what comes next;
LISTEN AND CONSIDER READ AND CONSIDER	discover, analyse and practise Grammar in oral and written texts. The **Grammar Window**, supplemented by the **Grammar Reference** at the end of the book, will help you master the rules. You will use these rules in the **Write it up** and the **Write it out** rubrics;
WORDS AND SOUNDS	acquire new vocabulary related to the topic of the file, practise word formation as well as pronunciation, stress and intonation;
TAKE A BREAK	sit back and relax; play games and practise everyday English with a smile. At this stage, you're already halfway through the file: from learner you're about to become practitioner;
RESEARCH AND REPORT	engage in research tasks (*via* the Internet, through interviewing, recording and transcribing) that will make you better acquainted with English-speaking countries and become more autonomous and more articulate;



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At the end of the book, when you know who's who and what's what, you will:

1. tell us in writing how these characters are related to one another and what has happened to them so far; e.g., Becky is Paul's sister and Ronald is their ____. He came to visit his friend ___ in _____ etc.,

2. continue the story as you think fit; e.g., Nacera's mother died of a heart attack and then ... etc., What about Bashir? ...

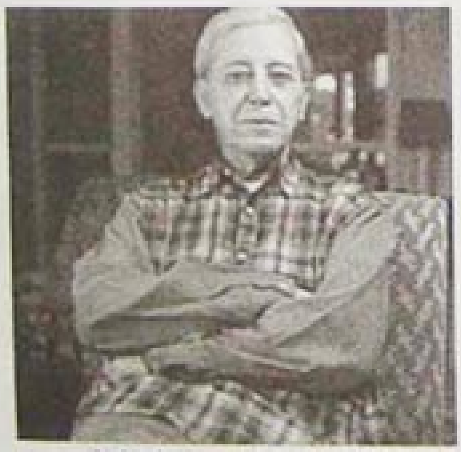
3. and bring it to its <u>dénouement</u>.

Work as a group. Prepare carefully the title page, the text and the illustrations (use your computer), present your mini-novel to other groups to appreciate and

Welcome to the writers' club!



Assia Djebbar



Mohammed Dib



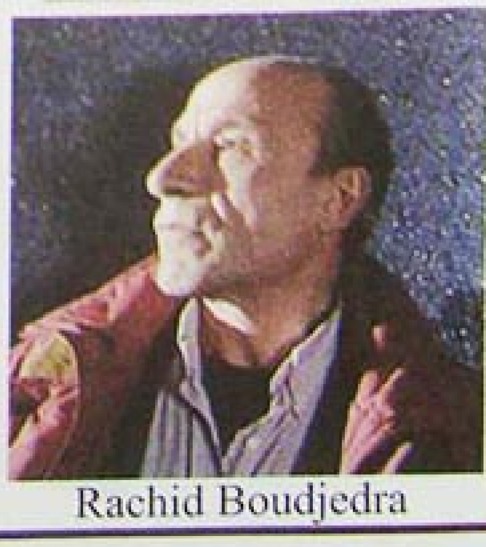
Mouloud Feraoun



Charles Dickens



Kateb Yacine



Rachid Boudjedra

TO THE TEACHER

On the Move takes up from Spotlight on English, Book Three while developing features of its own. Some such features are:

- the clear-cut distinction between the receptive phase and the productive phase of the learning/teaching process - as appears from the division between Language Learning and Skills Building,

- the inclusion of an objective, graded, end-of-the file evaluation (Progress Check) the purpose of which is to counter-balance the rather subjective student self-assessment (Learning Log),

- the streamlining of the cultural component which becomes in-built and is no longer grafted on the language learning proper now,

- the strengthening of the correlation between the primary skills, the social skills and the project which becomes, for its part, less obtrusive and more realizable while remaining 'visible' through such reminders as Brainstorming, Fact Finding etc.,

- the slotting-in of a soft story-line involving a number of recurrent characters throughout the book, thus creating a sense of continuity and arousing student creativity,

- the foregrounding of Grammar, both in theory and practice, notably through checking and cross-referencing,

- the widening of the intercultural scope to new horizons (the USA, India and Australia) through comparison and contrast with Algeria,

- and finally, the development of student autonomy through "survival strategies" (Coping) and research tasks involving group work and peer evaluation.

On the whole we have tried to keep a steady balance between the need for solid basic attainments (as required by the Brevet examination) and unhampered student self-realisation-enlivened by songs and games; as the saying goes, "all work and no play makes Jack a dull boy".

All these features will be made more explicit in the book map that follows and given form and substance not only in each and every one of the six files that the book comprises but also in the Teacher's Book which will include in addition, a sample entry test to MS4 and a revision test for every two files.

Needless to say we remain open to all observations, suggestions and offers of improvement. Keep us posted at

Onthemove@hotmail.com.

The authors

BOOK MAP

File	Topic	Language Learning			
		Functions	Grammar	Words and Sounds	
				Vocabulary	Sound system
1 IT'S MY TREAT.	Food And Drink	- Making suppositions - Seeking agreement - Giving instructions - Carrying out a procedure - Asking for and giving information	- Tag questions - The imperative (consolidation) - Sequencers (consolidation) - Comparatives and superlatives of adjectives (consolidation)	- Vocabulary related to food and eating (names of dishes, cooking and eating habits) - Vocabulary related to map reading -Suffix **-ed**	- Silent letters - Long and short vowel sounds /ɪ/ /iː/ and /e/ - Intonation in tag questions -pronunciation of suffix **-ed**
2 YOU CAN DO IT	Citizenship - Sustainable Development	- Expressing ability - Expressing possibility - Asking for and giving permission - Expressing certainty - Making requests (consolidation) - Expressing agreement and disagreement	- Modals **can, may, might and could** - Irregular forms of the modals **can** and **could: am able/ will be able/was able to** - Modals **must/have to** and **need to** (consolidation) - Agreement and disagreement patterns **so can I/ neither can I/ So am I/ Neither am I, So have I/ Neither have I.**	- Vocabulary related to technology, animal life - Equivalents of defective verbs (modals): **allow to, permit to, capable of ...** - Prefixes: **il-, im- in- ir- un-** and **dis-**	- Stress in words starting with prefixes - Weak and strong forms of auxiliaries **was/ were/can/do/ have**

BOOK MAP

Skills Building					
Primary Skills				Social Skills	
Listening	**Speaking**	**Reading**	**Writing**		
- Listening for specific information - Listening for general ideas - Listening for conversation	-Talking (about the origin of some foods) - Predicting and checking predictions in spoken texts	- Reading instructions (for making pancakes) - Predicting and checking predictions in written texts - Distingushing between fact and opinion (in an advert) Reading and interpreting food labels	- Writing instructions (for a menu, a recipe ...) - Transforming a text giving advice about table manners into a set of instructions	- Dining out -Talking about meal times - Giving a recipe to a guest - Advertising a restaurant - Writing a letter of invitation	COMPETENCIES/ PROJECT DESIGNING AN ADVERTISING LEAFLET FOR A RESTAURANT
- Listening to an interview - Listening for functions (agreement and disagreement) - Listening for intonation patterns - Listening for specific information	- Talking about one's abilities - Talking about possibilities - Talking about obligations and rights	- Reading a magazine article - Reading for specific information - Predicting and checking predictions - Interpreting texts with the help of illustrations	- Writing a short magazine article/a school report -Transposing information to a graph - Drawing a graph -Writing texts from a graph	- Making a survey - Managing through conversation - Drawing rules for a charter	COMPETENCIES/ PROJECT: MAKING A PROFILE OF CHANGES IN MAN'S CAPABILITIES

BOOK MAP

File	Topic	Language Learning			
		Function	Grammar	Words and Sounds	
				Vocabulary	Sound system
3 GREAT EXPECTATIONS	People and Places	- Predicting - Giving instructions (consolidation) - Expressing condition - Expressing satisfaction and dissatifaction - Making suggestions, requests, offers, promises using **if.** - Locating places (consolidation)	- Time clauses with **when** / **while**/ **as soon as** / **before**/ **after**/ **till** and **until** - Conditional type 1 - Future with **will** (consolidation)	- Vocabulary related to hopes and expectations - Vocabulary related to the U.S. educational system - Suffixes –**er** , **ist, ian** and **-or**	- Clusters - Vowel sounds /ʊ/, /u:/, /ɒ/ /ɔ:/, /ɑ:/ and /æ/ - Intonation in **wh**-questions (consolidation)
4 THEN AND NOW	Customs and Mores	- Remembering - Expressing surprise and interest - Asking for and giving information - Describing people (consolidation)	- The Simple Past tense (consolidation) - The semi-modal **used to** - Relative pronouns **which, who, where, whose, that** - Time sequencers (consolidation)	- Vocabulary related to old crafts, antiques, history, geography ...	- Diphthongs -Triphthongs

BOOK MAP

Skills Building					
Primary Skills				Social Skills	
Listening	Speaking	Reading	Writing		
- Listening for specific information - listening to a talk - listening for general ideas -recognising tone in speech	- Making a short class presentation - Talking about one's expecta-tions -recognising tone in speech	Reading for specific information (CD jacket) Reading for general ideas (song) Recognising features of a song - Guessing meaning from context - Recognising tone in written texts	- Transfering information (from oral script to map and from map to speech) - Transforming prose into song - Summarising - Writing about contingency plans - Writing about one's expectations	- Acting as a tourist guide - Making decisions for the future - Planning an excursion - Drawing a road map - Making a fact file	COMPETENCIES/ PROJECT ARRANGING A CONFERENCE
- Listening to a radio interview - Listening for specific information - Listening to a lecture (making notes)	- Coping with interruptions in a conversation - Asking for clarification - Correcting oneself - Doing a class presentation - Speaking from notes	- Reading a letter of opinion - Recognising important information in a text - Deducing the meaning of words from context - Recognising organisational patterns in written texts (listing)	- Avoiding repetition in writing - Writing from notes - Writing a short biography - Writing about one's reminiscences	- Writing a letter of opinion for publication - Solving riddles - Singing - Making connections between the present and the past - Making a fact file	COMPETENCIES/PROJECT MAKING A POSTER ABOUT DIFFERENCES

BOOK MAP

File	Topic	Language Learning			
		Function	Grammar	Words and Sounds	
				Vocabulary	Sound system
5 DREAMS,DREAMS...	Cultural Exchanges	- Expressing uncertainty - Expressing remote possibility - Seeking and giving advice - Asking for and giving recommendations - Making suggestions - Giving warnings - Stating possible options	- Conditional **type 2** - Modal **might** **If I were** ... **Would** and **could** in recommendations (I'd really recommend/ - I wouldn't recommend ...) - Superlatives of adjectives (consolidation)	- Vocabulary related to travel/ tourism - Money matters - Jobs and careers	-Intonation in questions - Intonation : **yes** (query, doubt, assertion) - Stress shift in words such as **increase** (noun) and **increase** (verb)
6 FACT AND FICTION	Arts and Sciences	- Narrating (consolidation) - Reporting - Expressing interest and surprise - Comforting and re-assuring	- The Past Simple tense (consolidation) - The Present Perfect tense (consolidation) - The Past Continuous tense(consolidation) - Interrupted past actions with **when, while** and **as** - Simultaneous past actions with **while** and **as**	- Vocabulary related to old crafts, antiques, history and geography - Word formation: suffix–**tion**	- Stress in words ending with suffix -**tion** - Intonation in questions expressing surprise and interest - Stress shift in words ending with suffix **-tion** - Vowels /e/ and /æ/ -Weak and strong forms of auxiliary **to be**

BOOK MAP

Skills Building					
Primary Skills				Social Skills	
Listening	**Speaking**	**Reading**	**Writing**		
- Listening for gist - Listening for general ideas - Listening to a radio interview	- Using hesitation devices - Talking (host and guest in a quiz show - Talking (passenger - taxi-driver) - Talking (customer- travel agent)	- Reading an e-mail - Reading a note - Reading a Guiness page - Reading a newspaper article **- Making hypotheses** - Recognising organistional patterns in written texts - Organising argument in writing	- Writing letters to ask for and give advice - Using link words such as **in addition, as a result** ... - Completing a letter of opinion	- Recording interviews and writing transcripts - Advising in speech and writing - Managing through conversation	COMPETENCIES/ PROJECT LAYING OUT A NEWSPAPER PROBLEM PAGE
- Listening to an interview - Listening for conversation - Listening for specific information	- Talking about personal experience - Talking about an accident (Eyewitness-policeman/journalist)	- Reading a newspaper article - Making inferences from a written text - Making and checking narrative predictions - Reading and interpreting a brainteaser	- Writing a sequel to a fairy tale - Editing (punctuation and capitalisation) - Writing a note about an unlucky day - Transforming newspaper headings into full sentences - Writing a newspaper article about an accident	- Sympathising in conversation - Writing a letter of condolences - Writing a letter of congratulations - Writing an obituary notice - Drawing lessons for life (morals) from tales - Recording a folktale and telling it in English Reporting on an accident	COMPETENCIES/ PROJECT MAKING A SCRAPBOOK

IT'S MY TREAT.

Preview

In this file you will learn the following:

Language Learning

1. Functions:

Making suppositions
Seeking agreement
Giving instructions/warning/advice
Carrying out a procedure
Asking for and giving information

2. Grammar

Tag questions
The imperative (consolidation)
Sequencers (consolidation)
Comparatives and superlatives of adjectives (consolidation)

3. Words and sounds

Pronunciation of final ed
Vocabulary related to street directions
Vocabulary related to food, cooking and eating
Short and long vowel sounds /ɪ/ and /i:/
Vowel sounds /ɪ/ and /e/
Silent letters
Rising and falling intonation in tag questions

Skills Building

1. Primary skills

Listening for gist
Listening for specific information
Predicting and checking predictions in written and 'spoken' texts
Reading and making inferences
Writing instructions, a menu, a recipe …
Distinguishing between fact and opinion in a text
Checking and interpreting food labels

2. Social skills

Dining out
Talking about meal times
Giving a recipe to a guest
Advertising a restaurant
Writing a letter of invitation

PROJECT (See p.35):
Designing an advertising leaflet for a restaurant

Food for thought





LISTEN AND CONSIDER

► Before you listen

① **Identify the dishes below and say in which country each of them is eaten most.**

①



②



③



Fish & Chips - Chicken Tandori - Haggis - Yorkshire pudding. - Hamburger - ? -

② **What is the most popular dish in the world today and what restaurant has made it famous?**

► As you listen

① **Listen to your teacher as s/he reads the script for the first time and answer the questions below.**

A. How many speakers are there?

B. What are their names and where are they from?

C. What are they talking about?

D. Are they really angry with each other or are they simply teasing each other?

E. What do they decide to do in the end?

② **Listen to your teacher as s/he reads the sentences on the next page and show with an arrow (↗ ↘) whether the intonation goes up or down at the end of each of the questions.**

a. You didn't know that, **did you**?

b. You know what food we can eat anywhere in the world today, **don't you**?

c. It's the hamburger, **isn't it**?

d. You know the number of McDonald's restaurants open in the world today, **don't you**?

e. You are happy now, **aren't you**?

f. Let's have a walk first, **shall we**?

③ There are two types of questions above. Which ones call for a yes-no answer? Which ones simply ask for agreement?

④ Listen to the whole dialogue again and check your answers to the questions above. Then act out the first six lines of the dialogue with your partner.

▶After listening

Grammar Window

FLATRON

A. Read aloud the sentences in exercise 2 above. Then do activities B and C below.

B. Complete each of the blanks with the appropriate word: down, falling, rising, up.

We have two types of tag questions:

- Tag questions with ____ intonation (**a-b**)
- Tag questions with ____ intonation. (**c-f**)

If the intonation of a tag question goes ____, the speaker is not completely sure of what s/he is saying. S/he is asking a question to get information.

If the intonation of a tag question goes ___, the speaker is sure of what s/he is saying. S/he is only using the question to check information and ask for agreement.

C. Compare sentences a and b and answer these questions.

1. What is the form of the verb in the tag question when the sentence starts with a positive statement?
2. What is the form of the verb in the tag question when the sentence starts with a negative statement?

See Grammar Reference n° 1, p.176

PRACTICE

① **Write tag questions for the following sentences.**

a. She knows the recipe for ***Shorba,*** _____?
b. This restaurant can sit thirty people,____?
c. They drink tea in Tamanrasset, _____?
d. They eat pudding in England, _____?
e. (It's a) lovely evening for a party, _____?
f. You don't know how to make English tea, ____?

② **Pair work. Act out short dialogues using sentences with tag questions, once to ask for <u>agreement</u> and another time to ask for <u>information</u>.**

▶ Write it up

① **Look at the names of foods and drinks in the box. Then write the names of those you know where they come from in column A and those you don't in column B.**

Column A	Column B
Tea – China	

tea	potatoes	tomatoes	corn	rice
artichokes	sugar	coffee	mint	lemon
oranges	dates	figs		

② **Now act out dialogues using <u>falling</u> tag questions for those foods and drinks you know where they originally came from and <u>rising</u> tag questions for those you don't.**

Example

You: Tell me Mohamed, tea originally came from China, didn't ↘ it? [You know.]
Your partner: That's right. What about sugar? Where did it originally come from?
You: Tea didn't come from China, ↗ did it? … [You don't know.]

③ **Now write a dialogue about one particular food using tag questions(with book closed).**

P BRAINSTORMING

▶ Before you read

① Suppose you have all the ingredients in the recipe below. Ask your partner which cake among the following s/he can make.



Pancakes



Tcharek



Doughnuts



Tamina

Example

You: We have flour, butter, sugar …Well, I suppose we can make *Tamina*, can't we?
Your partner: I'm afraid/sorry, we can't. We haven't got any honey.

② The <u>instructions</u> in the recipe below are not in the right order. Re-order them to get <u>coherent</u> instructions. Ignore the list of ingredients.

Numbers	1	2	3	4	5	6	7	8
Letters	b							

RECIPE

Ingredients

- 4 eggs
- 200 grams of sifted flour
- 2 pinches of salt
- 400 ml milk with 150 ml water
- 80 grams butter or one tablespoonful of oil
- A little cooking oil for frying

To serve:

- Some sugar and one lemon

Instructions

a. Slowly mix in the milk and water.
b. Mix the flour and the eggs with a fork.
c. Heat the pan.
d. Put a little oil in the pan.
e. Cook for about 45 seconds.
f. Toss cake once.
g. Serve with a little sugar and lemon juice.
h. Cook for another 45 seconds.
i. Pour in two tablespoonfuls of the mixture.

As you read

Read the text below and check your answers to questions 1 and 2 on the previous page.



"Tomorrow is Pancake Day. You will make pancakes, won't you? This is my recipe. It's very easy. You'll need 400 grams of flour, 4 eggs, 500 ml of milk, some water, 80 grams of butter, some sugar, some salt and a little cooking oil.

Now, to make the pancakes. First mix the sifted flour and the eggs with a fork, and slowly mix in the milk and the oil. Then, put a little oil in the pan. Next heat the pan. It must be very hot. After that, pour in two tablespoonfuls of the mixture and cook for 45 seconds. Finally, toss the pancake once and cook for another 45 seconds. Serve with a little sugar and some lemon juice."

FLATRON

Grammar Window

Consider the following sentence:

Next, <u>heat</u> the pan.

a. **<u>Next</u>** is a **time sequencer**. It is used to indicate the order in which the various steps of a procedure are carried out.

b. List the other time sequencers of the text:

c. In what part of the sentence do they come?

d. Do you know of any other time sequencers?

e. **<u>Heat</u>** is a verb in the **imperative**. The imperative is used for making requests, giving instructions, directions, warnings, orders/commands and advice

f. List the other verbs in the imperative in the text; consider their form and draw the rule.

See Grammar Reference n° 2, p.177

▶After reading

PRACTICE

① **Re-write the following checklist of instructions (1-4) for table manners using the imperative.**

When you eat , you should hold the knife firmly in one hand and the fork in the other. You should cut your food with the knife. You should push the food onto your fork with the knife. You should put the food into your mouth with the fork and not with the knife. (1)

You must chew food very slowly. You must keep your mouth closed while chewing. You must never speak while you have food in your mouth. (2)

You musntn't put too much food in your mouth at a time. You must take small bites only. (3)

You should put the napkin on your lap. When you have finished eating, you should wipe your mouth with your napkin and place it neatly on the plate. You should put your knife and fork together on the plate. You should not put them on the table cloth. (4)

▶Write it out

A friend of yours always considers himself/herself a failure. Write for him/her a recipe for success using the imperative and sequencers. Use the information below.

Start like this:
You want to be successful, don't you?
Try my recipe. First, ….



Verbs: to take, to add, to sprinkle, to mix,
Nouns: 2 kilograms of hard work, a pinch of honesty, a spoonful of self-respect, half a kilogram of punctuality.

P FACT FINDING

WORDS AND SOUNDS

① Add the suffix -ed to the verbs in the table below to form adjectives or past participles. Then complete the phonetic transcription of each of the adjectives with /t/, /d/ or /ɪd/

Verbs	Adjectives	phonetic transcriptions
To cook (food)	cooked food	/kʊk___/
To boil (eggs)	________	/bɔɪl___/
To fry (potatoes)	________	/fraɪ___/
To steam (rice)	________	/sti:m___/
To roast (peanuts)	________	/rəʊst___/
To grill (lamb)	________	/grɪl___/

② Pair work. Take turns to ask and answer questions about your preferences for the types of food in exercise 1. Pay attention to your pronunciation.

Example

You: Jamal/ Jamila prefers eating **raw food**, doesn't/ he/she?

Your partner: No, s/he doesn't. She prefers **cooked food**.

③ Read aloud the words in the table below and cross out the letters which remain silent when you pronounce the words. An example is provided for you.

You see/ write.	You pronounce	You see/ write.	You pronounce
cooker	/ˈkʊkə/	yolk	/jəʊk/
fruit	/fru:t/	salmon	/ˈsæmən/
parsley	/ˈpɑ:slɪ/	salt	/sɔ:lt/
fork	/fɔ:k/	stomach	/ˈstʌmək/
knife	/naɪf/	lamb	/læm/
turnip	/ˈtɜ:nɪp/	doughnut	/ˈdəʊnʌt/
hamburger	/ˈhæmbɜ:gə/	wheat	/wɪ:t/
yoghurt	/ˈjɒgət/	light	/laɪt/
spaghetti	/spəˈgeti/	calf	/kɑ:f/
		autumn	/ˈɔ:təm/

④ **Listen to your teacher reading the words and check your answers to exercise 3 on the previous page.**

⑤ **Complete the phonetic transcription of the words below with the sound /ɪ/ as in bit or /i:/ as in cheese. The dot (.)stands for the missing vowel sound.**

You see/write.	You say/read aloud	You see/write	You say/read aloud
sweets	/sw.ts/	apricots	/ˈeɪpr.kɒts/
kiwis	/k.w.z/	berries	/ber.z/
beans	/b.nz/	peaches	/p.tʃ.z/
bitter	/b.tə/	juicy	/dʒu:s./
figs	/f.gz/	lettuce	/let.s/
protein	/prəʊt.n/		

⑥ **Listen to your teacher reading the words in the table and check your answer to question 5 above. Then play a game like this.**

A. Can you tell me a word with the sound /i:/ as in cheese?

B. Yes, I can. Leek. /Let me think. Leek.

A. Sorry, I don't understand. Can/could you repeat that, please?

B. Leek , that's l-e-e-k.

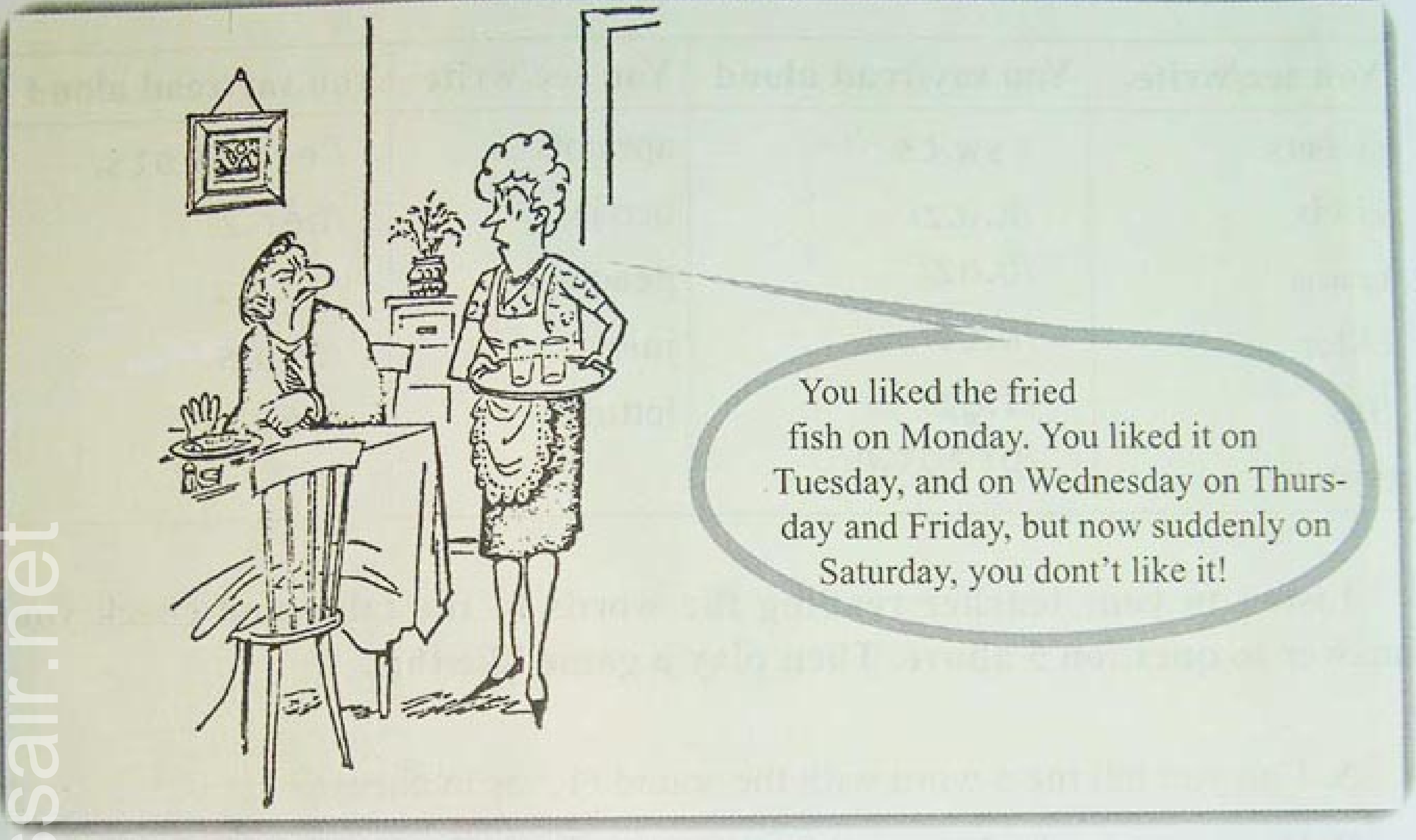
A. Ah, leek. That's right.

⑦ **Complete the phonetic transcriptions of the words with the sounds /ɪ/ or /e/.**

You see/write.	You say/read aloud	You see/write.	You say/read aloud
lettuce	/l.t.s/	bread	/br.d/
lipid	/l.p.d/	breakfast	/br.kfəst/
liquid	/l.kw.d/	eggs	/.gz/
lemon	/l.mən/	coffee	/kɒf./

TAKE A BREAK

a cartoon



Matching

① **Match each of the food idioms in column A with its meaning in column B.**

Idiom	1	2	3	4	5
Meaning					

Column A	Column B
1. She is as sweet as sugar.	**a.** He is thin.
2. She is as cool as a cucumber.	**b.** She is very kind.
3. This exercise is a piece of cake.	**c.** I don't like it.
4. It's not my cup of tea.	**d.** She is calm.
5. He is as skinny as a string bean.	**e.** It is very easy.

② **Find equivalents to the food idioms above in your language. Compare and discuss.**

▶What do you eat?

① **Pair work. Read the processed food labels below. Then ask and answer questions about the ingredients mentioned on the labels.**

Example

Mohamed: Which processed food is higher/lower in calories? The cocoa powder or the chocolate bar?

Salah: Let me see. The chocolate bar is higher in__ than__ , isn't it?

Mohamed: That's right. My turn now. Which processed food contains **more/less** fat? The cereal bar or the chocolate bar?

Salah: Let me read the label. The chocolate bar contains less fat than the cereal bar, doesn't it?

Mohamed: That's right. /That's wrong actually. The _____.

(See Grammar reference n°13, p. 188)

Cocoa powder (Net weight 200gr)	Chocolate Bar (Net weight 200 gr)	Cereal bar (Net weight 200 gr)
Nutritional info	**Ingredients**	**Nutrition facts**
Calories …….. …360	Calories…..600	Calories…….700
Protein ……. 4.2 g	Protein……12 g	Protein…... ..20 g
Carbohydrates…. 79 g	Carbohydrates…36g	Carbohydrate… 100g
Fat …………… 2.7 g	Fat ………….….7.9g	Fat ………….. 2.0 g
Vitamin C……. 83.3 mg	Vitamin A….…..0 mg	Vitamin B12….1mg
Vitamin B1 ……. 1.7 mg	Vitamin C…….0.7mg	Vitamin K……2 mg
Vitamin B6……. 2 mg	Calcium ………1mg	Iron………….4mg
Vitamin A……..... 1mg	Colouring …. .E 250	Magnesium …..6mg
Calcium ……….…1mg	Magnesium 8mg	Flavouring …….E120

② **Group work.**

Bring packages of some processed foods (wafers, biscuits, chocolate…) to school. Compare their nutritional values as in exercise 1 above.

Then write a short report to summarize your findings.

③ **Read about Tony's diet on a typical day and answer the questions below.**

A. Which foods and drinks in Tony's diet contain sugar?

B. Which foods in his diet contain fat?

C. What do you think about Tony's diet? Is it healthy or unhealthy? Why?



Breakfast

Cereals, milk, boiled tomatoes
omelette, tea and choco-pops

Elevenses

Tea and wafers

Lunch

Fish and chips with ketchup,
a soda cola and a yoghurt

Supper

Boiled potatoes, peas, lamb,
salad

Snacks during the day

Three cans of soda
One packet of pop-corn
Three bars of chocolate

④ **Write a short letter to a British friend of yours where you will inform her/him about Algerian mealtimes, meals and what these meals are made of.**

Start like this :

Unlike the British, the Algerians have only _____ meals a day. First, they have ____ when they get up, usually at _____. It's made of _____. Next, they have ___ at around _____ etc...

P ORGANISING

▶Listen and check

① **Read the sentences and circle those which you expect a polite waiter to say at a restaurant. Justify your answers.**

a. What's on the menu?
b. Are you ready to order, sir?
c. And for the main course, sir?
d. How would you like your steak, sir?
e. Do you like your steak?
f. What do you want to eat?
g. What would you like for a starter?
h. Do you like a starter?
i. Would you like a starter?

② **Listen to your teacher as s/he reads part I of script 2 and check your answer to question one above.**

③ **Listen to your teacher again and say what the customer has ordered. Get help from the menu below.**



④ **Pair work. Act out the dialogue you've heard using the menu above. Take turns to play the roles of customer and waiter in a restaurant.**

⑤ **Listen to your teacher as s/he reads part II of script 2 and answer the following questions. Circle the correct letter.**

A. The waiter does not know the meaning of the word **chickpeas.** Which of the following strategies does he use to continue the conversation?
a. He uses a synonym. **b.** He explains and compares. **c.** He asks for help.

B. The customer misunderstands the waiter at one moment of the conversation. Is it because the latter has made a mistake
a. in grammar? **b.** in pronunciation? or **c.** in spelling?

▶Your turn to speak

Coping....

When you face a vocabulary problem in a conversation, don't stop talking. Use one of the following strategies:

A Use a synonym.
B Explain the meaning of the word with a complete sentence.
C Ask for help using one of the questions below.
a. I don't know how to say it/ what you call it. **b.** I don't know the word in English.
c. What is the English word for…? **d.** What is /How do you say (own language word) in English?

① **Pair work. Take turns to play the roles of waiter and customer. The waiter does not know one word and will use one of the strategies in the box.**

Example

Waiter: The dish is made of potatoes, tomatoes and another vegetable. I don't know how to say it. It is like carrots, but it is___ (describe)
Customer: You mean__________,__________?
Waiter: Yes, that's right.



①
carrots -- turnips



②
egg-plants -- courgettes



③
peas -- chick peas

② **Use appropriate language to make the waiter sound more polite in the dialogue below. Change the comments at the end of the dialogue.**

Waiter: **Are you ready to eat?**

Customer A: Yes we are. I'd like a ***kouskous***, please.

Waiter: **No *kouskous* on Fridays**!

Customer A: Ok, I'll try the soup of the day then.

Waiter: **Anything else?**

Customer A: Yes, I'll have a cup of mint tea and a glass of water.

Waiter: (*to customer B*) **And you?**

Customer B: Just the chef's salad for me, please.

Customer A: (*to customer B*) The waiter was unfriendly, wasn't he?
Customer B: No, he was not unfriendly. He was rude!
} comments

③ **Pair work. Act out the polite version of the dialogue above paying attention to the intonation at the end of the questions.**

Write it up

An American friend of yours is visiting you. Choose the dish you'll serve him/her. Write a note to describe it using the prompts in the box.

This dish is called ________________
It is made of ______________________
How is it cooked? (to boil, to poach, to roast, to grill, to bake__)
It is served with ___________________
On which occasion do you cook it? (*Yennayer, El Mouloud Ennabaoui, Ramadhan* __)

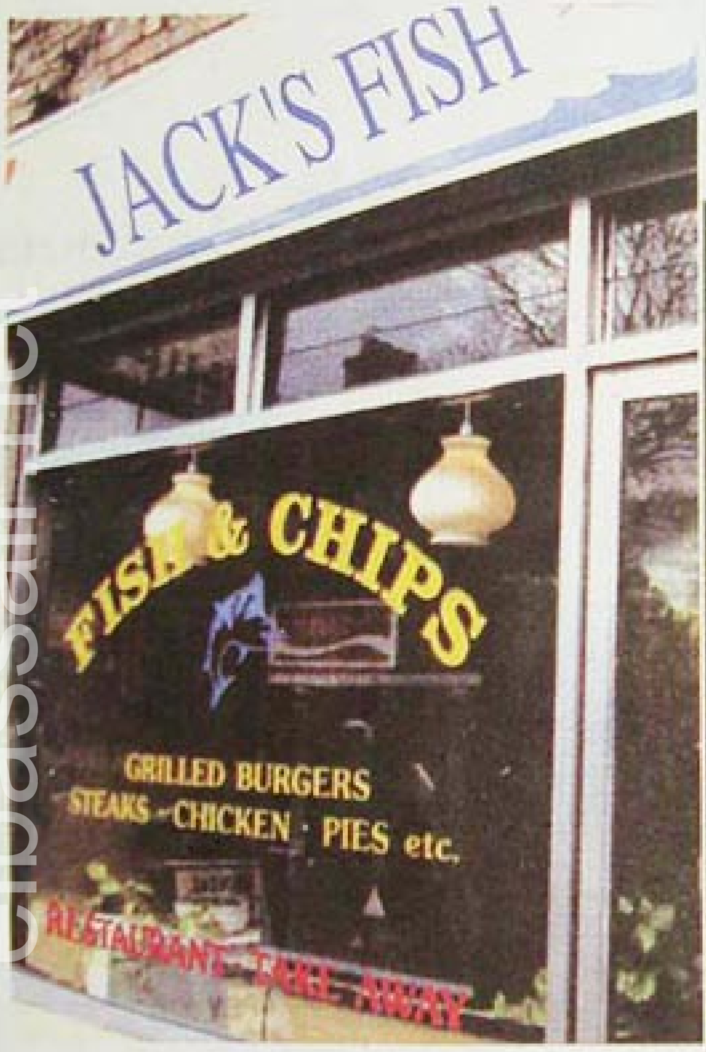
P WRITING UP

▶ Read and check

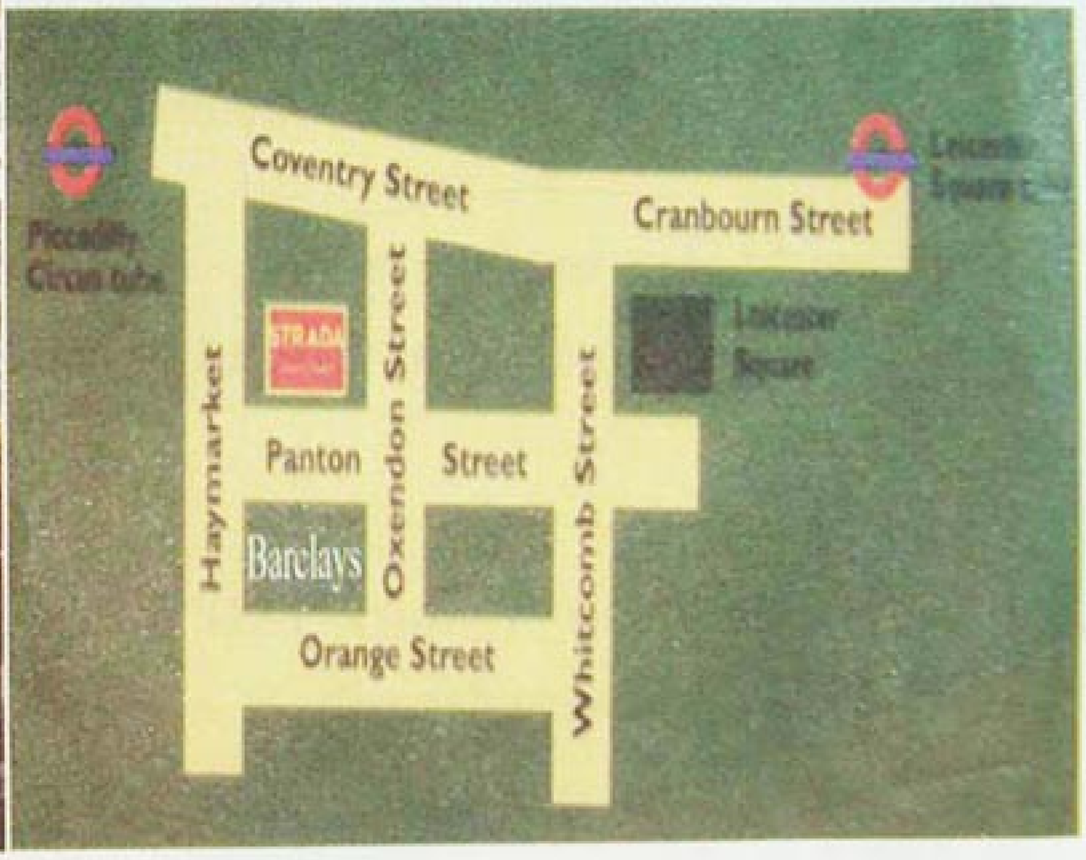
① **Look at the picture and guess where the sentence on the right comes from. Circle the letter of the correct answer.**

It comes from a …

a. conversation about restaurants between two friends.
b. restaurant advertising leaflet.
c. cookery book.



There is no food more delicious than the one you are served at Jack's Fish and Chips Corner!



② **Read the text below and check your answer to question 1 above.**

You like hot food, don't you? And you surely have dreamed of eating true English food, haven't you? Isn't it time to make your dream come true at Jack's Fish and Chips Corner? (§1)

Come and enjoy delicious, spicy, nutritious seafood and friendly fast service at the most convenient restaurant in London. (§2)

Where will you find us? Take the tube to Picadilly Circus. Turn right into Haymarket Street when you go out of the Picadilly Circus tube station. We are at the corner of Haymarket Street and Panton Street, next to the Barclays bank. (§3)

③ **Read the advertisement on the previous page and locate Jack's Fish and Chips Corner on the map included in the advertising leaflet.**

④ **Read again the advertisement on the previous page and answer the following questions.**

A. Does the author of the advertisement expect any answer to his/her tag questions?

B. Would you read the tag questions with a falling or a rising intonation if you presented the advertisement on the radio? Use arrows.

C. Which of the paragraphs (§1,2,3) in the advertisement simply give (s) information?

D. Which paragraphs try to persuade customers to go and eat at Jack's Fish and Chips Corner?

⑤ **A text often contains facts and opinions. Which of the following sentences from the advertisement state facts and which of them give opinions?**

A. There is no food more delicious than the one you're served at Jack's Fish and Chips Corner.

B. We are at the corner of Haymarket Street and Panton Street.

C. Jack's Fish and Chips Corner is the restaurant which has the fastest service in London.

⑥ **Now read the conversation below and check which opinion in the advertisement on the previous page is confirmed and which is not.**

Customer A: You enjoyed the food, didn't you?

Customer B: Oh yes, I certainly did. The food was simply delicious.... But the service wasn't fast, was it?

Customer A: I agree with you, but it takes a long time to prepare quality food, doesn't it?

Customer B: I guess so.

▶Write it out

① **Read the sentences below and match letters a-g with numbers 1-7 to get a coherent paragraph which completes the advertisement on the previous page.**

Numbers	1	2	3	4	5	6	7
Letters	a						

a. Our opening times are form 10.30 a.m. to 6.30 p.m.
b. And we are open seven days a week all year round.
c. Book now and pay later.
d. We, at Jack's Fish and Chips Corner, are looking forward to welcoming customers old and new.
e. Call us on 01715 889223.
f. We accept all credit cards.
g. Your enjoyment is our pleasure!

② **Fill in the invitation card below.**

(Name of your guest)

You're invited

Occasion: ____________________

Date: ____________________

Time: ____________________

Place: ____________________

Directions: ____________________

____

____

R.S.V.P (*your name, phone number and your e-mail*)

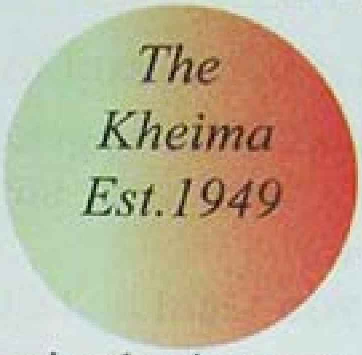
③ **Now write a letter of invitation using the information in the invitation card above.**

P ASSESSING

Designing a Restaurant Advertising Leaflet

It should include three of the following items:

- the name of the restaurant and the date when it was established
- an advertising blurb, e.g.,
  Come and enjoy, etc., …





- "**Where to find us**" (a map with verbs in the imperative giving directions)
- a typical menu including the chef's speciality



- the recipe of a local dish
- the names of some famous people who have eaten there
- quotes from customers' appreciation in guest book e.g.,

> *"I don't think I've ever had such a nice meal at such a charming restaurant...."*
>
> *Fay Mashler,* ***Evening Standard,*** *2006*

- a short interview of a customer aimed at eliciting her/his opinion of the restaurant (using tag questions; e.g., '*You've liked the food, haven't you?*'
- information
  Then call us at …
  Phone/Fax
  Or e-mail us at …
  Or better still, visit our website ...



Enliven your folder or booklet with drawings, pictures of local crafts (earthenware, rock engravings etc.,…) and local sayings and proverbs.

▶ Progress check

Listening and speaking

① **Read the dialogue below and make the waiter and customer sound more polite.** | | 2 |

Waiter: Yes? What do you want to eat?
Customer: Fillet steak with vegetables and French fries.
Waiter: How do you want your steak, rare, medium or well-done?
Customer: Well done.
Waiter: Fine. Do you want a starter?
Customer: Yes, get me a mushroom soup, will you?

② **Suppose that the customer wanted to take a drink called *sherbet*. But s/he didn't know what it was. What would you expect him to say to the waiter and how would the waiter respond?** | | 2 |

③ **Fill in the blanks with sentences containing tag questions which ask for agreement.** | | 2 |

a) You're with a friend outside a fish and chips shop. You're looking at the prices. **It's very cheap**. What do you say ? It's___?

b) You've just come out of a restaurant with your guest. You have both really enjoyed the meal. You thought it **was delicious.** The meal___?

c) You are at the greengrocer's. You're tasting an orange. It's bitter: **it isn't really ripe**. What do you say to your friend. It___?

④ **Study the situations below and fill in the blanks with appropriate tag questions.** | | 2 |

a) You want a chocolate bar. Perhaps Hassina has got one. Ask her.
Hassina, you ____________,____________ you?

b) Ali is just going out. You want him to buy you some stamps. Ask him.
Ali, you ____________,____________ you?

c) You're looking for your mobile (phone). Perhaps, Karim has seen it. Ask him.
Karim, you ____________,____________ you?

⑤ **Mark the intonation on the question tags in exercises 3 and 4 with appropriate arrows.** | | 2 |

Words and sounds

① **Cross out the silent letter in each of the following words:** | | 1 |

lamb - tart - raspberry - sandwich – fork – knife - water

② **Complete the phonetic transcriptions below with a short /i/ or long /i:/.**

| | 1 |

spelling	Transcription	Spelling	transcription
kitchen lettuce		peas beef	

Reading and writing

① **Read the text on the next page. Then circle the letter (a, b, c,) that best completes statements A, B and C below.** | | 2 |

People eat different foods in different places. Let's take the example of Nepal. Nepal has no sea. Most people in Nepal are farmers. They grow grains, fruits, and other crops in the lowlands. The temperatures are very warm there. Rice and corn grow in terraced fields in the cooler hill regions. Potatoes and barley are the staple, or chief crops at higher elevations. Temperatures are the coolest there. (§1)

The Nepalese raise goats, cattle and yaks for dairy produce. They eat meat only on special occasions. Religious rules affect which meats people in Nepal eat: Hindus, who make up almost 90 percent of the population do not eat beef, and Muslims do not eat pork. (§ 2)

A. When the author writes that "Nepal has no sea", I understand that...

a. The Nepalese eat a lot of fish **b.** People in Nepal don't eat a lot of fish
c. The Nepalese travel long distances to the sea.

B. When the author writes that "The Nepalese raise goats, cattle and yaks for dairy produce", I understand that people in Nepal...

a. are vegetarians, so they don't eat meat.
b. don't eat meat because they don't like it.
c. are poor, so they can't always kill their animals for food.

C. In the second paragraph the author wants to show that people in Nepal eat different foods because…

a. they live in different climate zones. **b.** they live in the same climate zones.

c. they have different religions.

② **Look at these groups of words and find the word that does not belong to any of the following categories: spices, meats, kitchen utensils, response to food.** | | 1 |

Hungry	Mutton	Knife	Black pepper
Full	Tuna	Spoon	Curry powder
Gourmet	Veal	Breakfast	Milk
Angry	Lamb	Pan	Saffron
Glutton	Beef	Pressure cooker	Coriander

③ **Fill in the blanks with the following words to get their definitions: stew, spices, pinch, pickle.** | | 1 |

a) When you__ (1) meat, you cook it slowly in a liquid in a pan with the lid on.

b) Ginger, pepper and cloves are all examples of __ (2).

c) A __ (3) of salt is the amount you can pick up between your forefinger and thumb.

d) When you ___ (4) onions, you preserve them in vinegar.

④ **Read the ingredients in the recipe below and write a coherent paragraph to give instructions on how to make an omelette. Start with a tag question and use the imperative and sequencers.** | | 4 |

Eggs Cheese Cooking oil Herbs Salt



Copy the questionnaire below in your learning log. Fill it in and hand a copy of it to your teacher. Don't write your name on it.

I can…	very well	fairly well	a little
A. use tag questions to ask for agreement.			
B. use tag questions to ask for information.			
C. use appropriate intonation in tag questions.			
D. use polite forms (What would you ...)			
E. Derive adjectives adding the suffix **-ed** to verbs.			
F. pronounce words containing silent letters.			
G. use the imperative and sequencers.			
H. write instructions for a recipe.			
I. order a meal from a menu.			
J. describe a dish.			
K. speak about nutrients using comparatives.			
L. read and interpret nutrition information on food labels.			
M. pronounce words containing the vowel sounds /ɪ/ and /iː/			
N. cope with difficult vocabulary.			
O. distinguish between opinion and fact in a text.			
P. draw conclusions from stated facts.			

TIME FOR ...

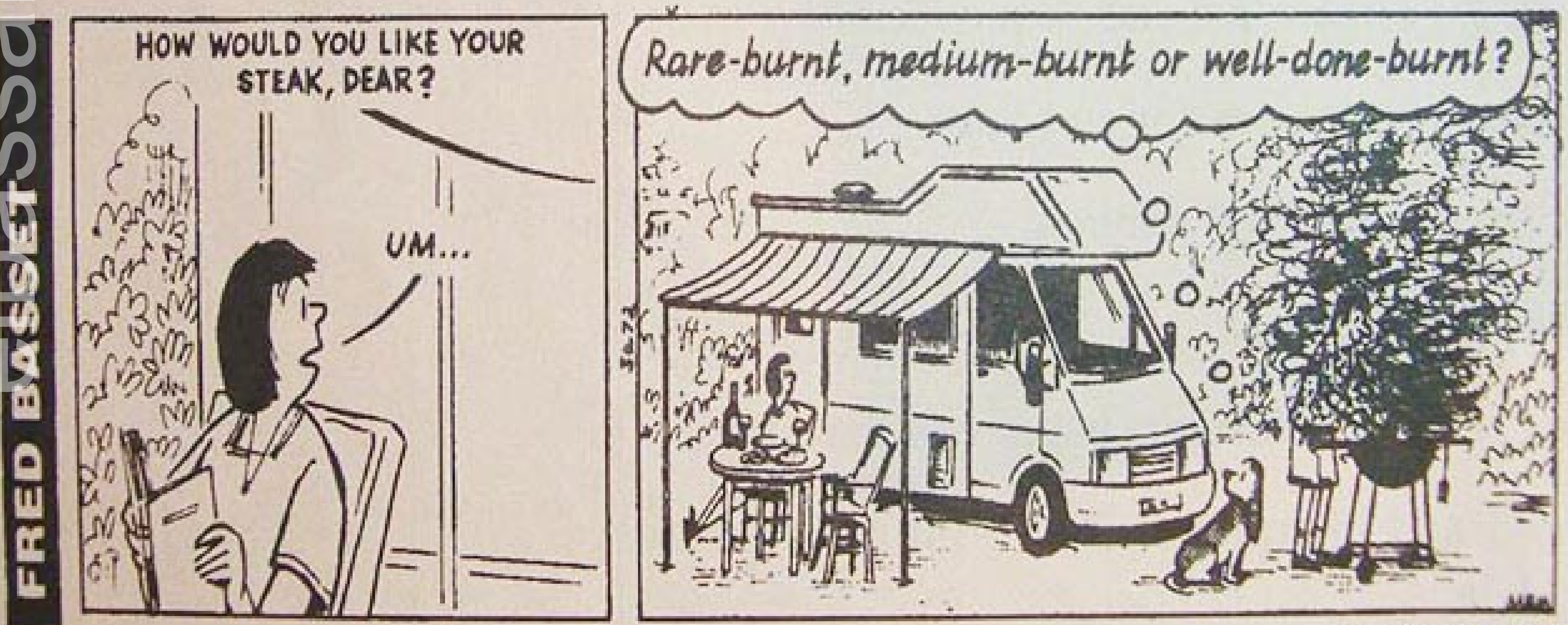
a song

If You're Happy and You Know It

If you're happy and you know it, clap your hands
If you're happy and you know it, clap your hands
If you're happy and you know it
Then your face will surely show it
If you're happy and you know it, clap your hands.

If you're happy and you know it, pat your knees…
If you're happy and you know it, stomp your feet…
If you're happy and you know it, beep your nose…
If you're happy and you know it, shout hooray…

a laugh



ALEX GRAHAM LIMITED

Words of wisdom

- Don't cry over spilt milk.
- Don't put all your eggs in one basket.

YOU CAN DO IT!

PREVIEW

In this unit, you will learn the following:

Language Learning

Functions
Expressing ability
Expressing possibility
Asking for and giving permission
Expressing certainty
Making requests (consolidation)
Expressing agreement and disagreement

Grammar
Modals **can, may, might** and **could**
Irregular forms of the modals **can** and **could: am able/ will be able/was able**
Agreement and disagreement patterns **So can I/ Neither can I.**
Modals **must/have to/need** (consolidation)

Words and sounds
Vocabulary related to technology and to animal life
Equivalents of defective verbs (modals): **allow to, permit to, capable of ...**
Prefixes: **il-, im- in- ir- un-** and **dis-**
Stress in words starting with prefixes
Strong forms of auxiliaries **was/were/can/do/have**

Skills Building

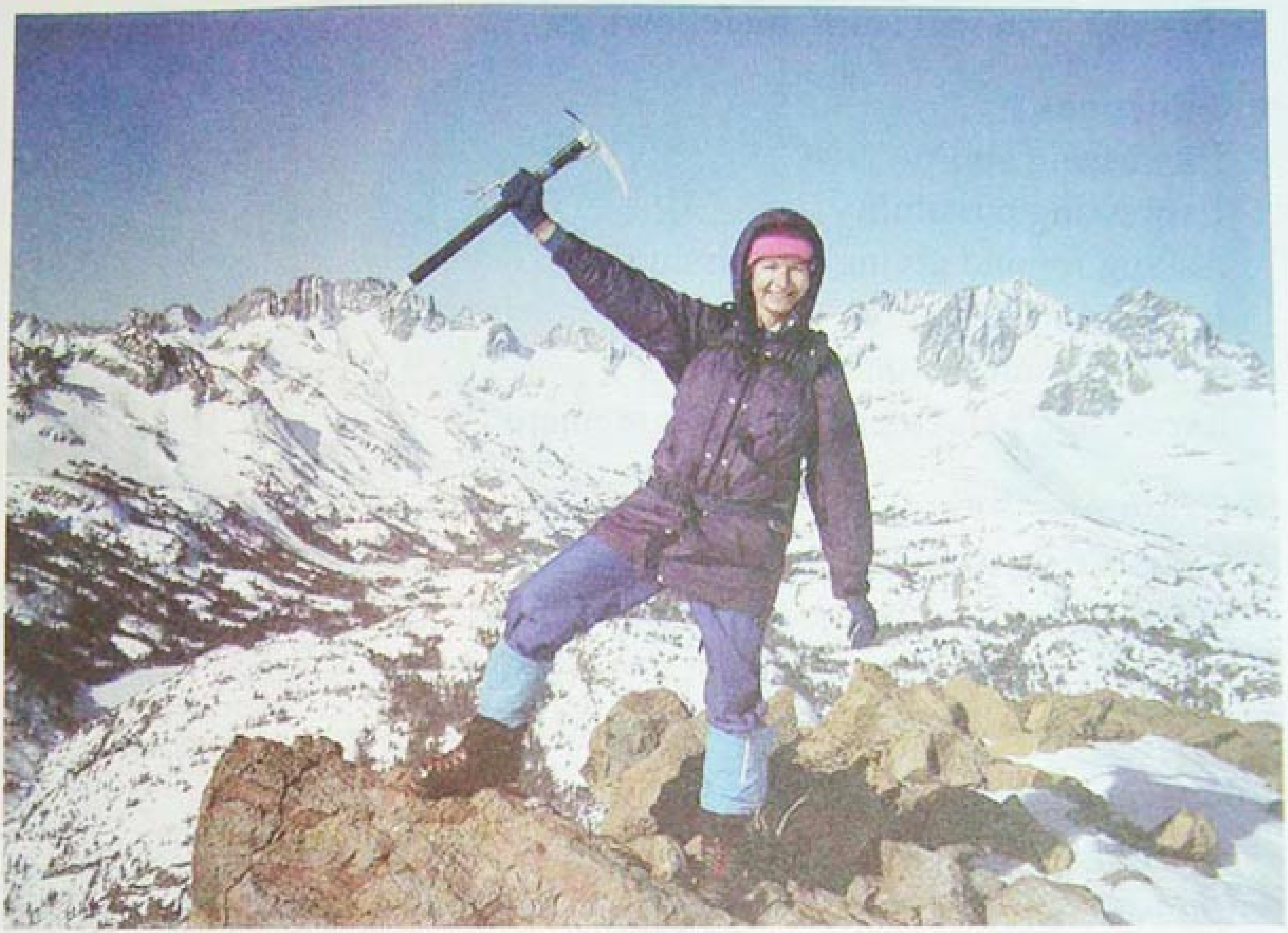
Primary skills
Listening for functions (agreement and disagreement)
Listening for intonation patterns
Listening for gist
Reading for detail
Predicting and checking predictions
Transposing information to a graph
Interpreting texts with the help of an illustration
Writing a short newspaper article/a school report

Social skills
Making a survey
Managing through conversation
Drawing rules for a charter

Your Project (see p. 60):
Making a profile of changes in man's capabilities

YOU CAN DO IT!

FOOD FOR THOUGHT





► Before you listen

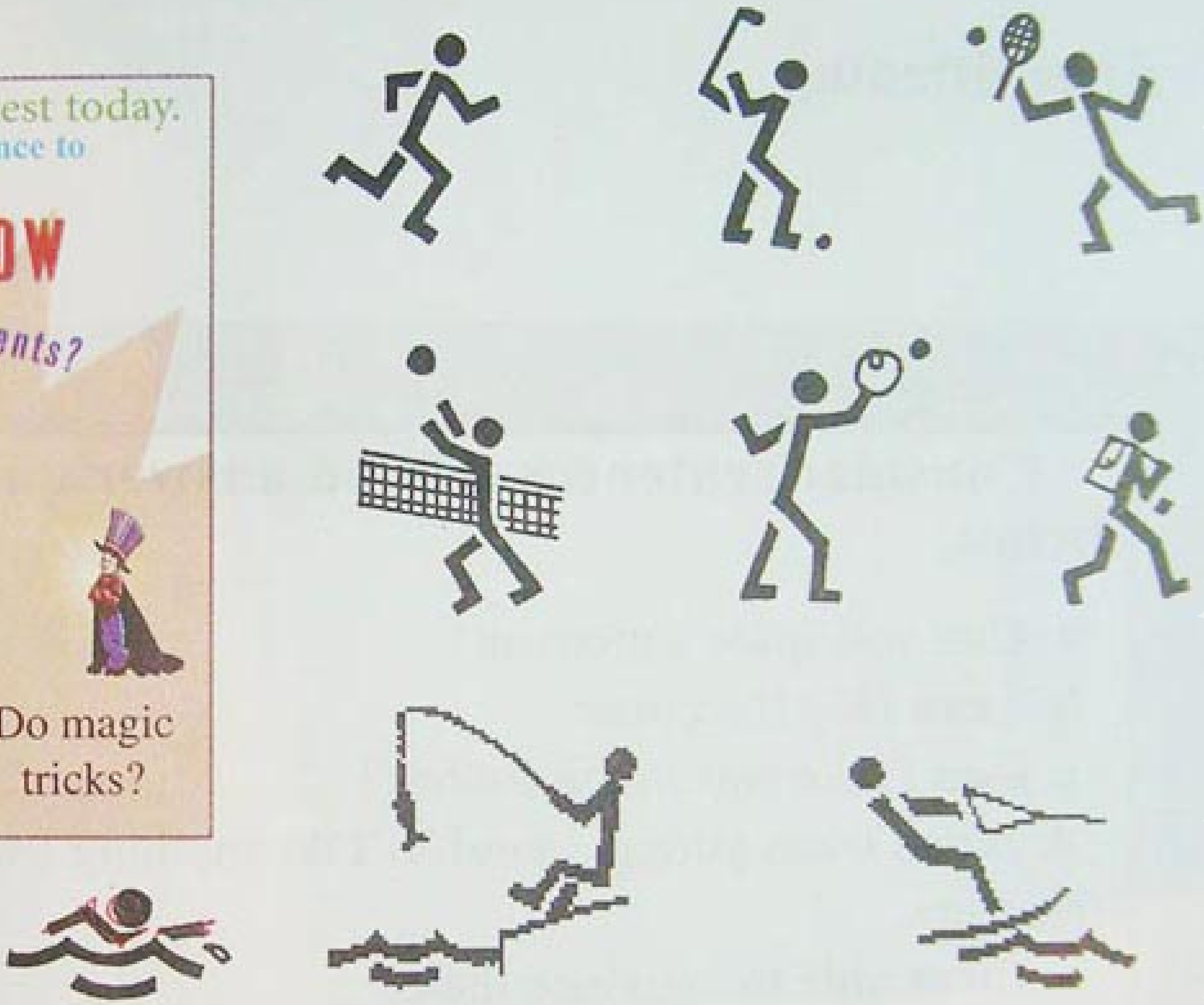
Pair work. Look at the pictures below. Then ask and answer questions to find out what your friend can or can't do.

Example

You: Can you dance, Said.

Your partner: Yes, I can. /No, I can't. But I can sing well.





► As you listen

① **Listen to your teacher and identify the form of the modal <u>can</u> you hear in the snippets of the dialogue in the box.**

1- Can you help me? 2- I can play the guitar. 3- Yes, I can. 4- No, I can't.

Strong forms of **can**	Weak forms of **can**
/kæn/ /kænt/ /kɑ:nt/	/kən/

② **Read the questions carefully before you listen again. As you listen make notes for your answers.**

a. Bob politely requests Wendy to give him some of her time. What does he say?
b. What does Wendy say to offer help?
c. Can she sing ?
d. Can she play the piano?
e. Could she do anything she wanted with her free time when she was a child?
f. Her parents accepted to let her play music because _____ (complete)

► After listening

Grammar Window

Consider sentences a-f and answer questions 1-3 below.

a. **Can** you spare a moment?
b. I **can** play the guitar.
c. **Can** I take part in the contest?
d. When I was young, I **couldn't** do anything I wanted with my free time.
e. I **was able to** convince them.
f. When **will** you **be able** to come and register for the contest?

1. Which sentence expresses **present** ability? Underline the auxiliary in the sentence.

2. Which sentence asks for permission and which one makes a request? Do we use the same modal to ask for permission and to make a request?

3. **To be able to** is a verb idiom. When is it used and for what purpose ?

See Grammar Reference n° 4 p.179

PRACTICE

① **Pair work. Look at the list below. Say what people couldn't do one thousand years ago but which they can do today. Add other items to the list.**

Drive cars/ Live on the moon/ Go to the cinema/ Cure cancer/Take photographs/ Clone a human being/Forecast earthquakes. ...

Example

You: Could people drive cars then?
Your partner: Yes, they **could**. /No, they **couldn't**. (Say why.)

② **Look again at the list above and say what people will be able to do soon. Add other items to the list if you can.**

Example

You: Will people be able to live on the moon soon?
Your partner: Yes, they will. / No, they won't. (Say why.)

③ **Each of the travellers below was able to achieve something exceptional during his lifetime. Find out what it was and write sentences about their lifetime achievements.**

Ferdinand Magellan - Ibn Battutah - Marco Polo - Neil Armstrong

Write it up

Group work. Imagine you are a teacher. Use the table below to make notes. Then write a small school report about a student of yours. You are supposed to read this report to your colleagues on class assessment day.

Student	Last term	Now	Expectations
Farida	spoke very little English	speaks and reads English quite well.	be able to ___ fluently won't be able to ___ yet.

Example

Last term, Farida **could** speak ___. Now she **can** ___. She **was able** to get a good mark in the final test last March. If she works/studies/ hard, she **will be able to** ___.

P BRAINSTORMING

READ AND CONSIDER

▶ Before you read

Pair work. Look at the picture and guess why the pupil has stopped taking the test. Use <u>maybe</u> or <u>perhaps</u>.

You: Why has he stopped taking his test?
Your partner: I don't know. **Maybe/perhaps** he does not know the answer.



▶ As you read

① **Read the lead-in to a newspaper report below and check your answers to exercise 1 above.**

Most children suffer from test anxiety when they take exams. As a result, they perform below their abilities. So what can we do to help them reduce stress and score their best? To find out the answer to this question, *USA TODAY* spoke to Professor Malcolm Kane of the University of Texas. We asked him to start talking about exam preparation. Here is his answer.

② **What do you think Professor Kane will say about exam preparation?**

③ **Read the rest of the report and check your answer to question 2 above.**

Preparation for the test is very important and it starts at home. Perhaps I should explain the meaning of the term **preparation.** By preparation I mean the work that pupils do before the test. "But just how do you go about it?", you may ask. Well, the majority of pupils revise for exams alone. This method may possibly be suitable for some children, but on the other hand it may well be the cause of the failure of many others.

USA TODAY: So can pupils fail their exams just because they don't revise in groups?

No, I didn't really mean that. What I mean is that children who revise in groups may have better chances of success than those who revise alone. When they work in groups, they help one another by asking and answering questions that they might have in exams. Group preparation may also reduce stress if the children practise under test conditions. I mean if they test each other just as if they were taking an exam.

USA TODAY: Professor Kane, may I ask you a personal question?

Yes, you may.

USA TODAY: Could you please tell our readers how you felt about exams when you were a school child?

You may not believe it, but I never felt any panic during exams. …

After reading

Read the newspaper report again and copy down the sentences which contain <u>may</u>, <u>might</u>, <u>can</u> and <u>could</u>. Then answer the questions in the grammar window below.

FLATRON

Grammar Window

1. Which sentences contain an auxiliary **may** which expresses positive future possibility?
2. Which sentence contains the negative of **may**?
3. Which sentences contain the past tense form of the auxiliary **may**? Does the auxiliary in these sentences refer to the past or the future?
5. Which auxiliary does the journalist use to ask about possibility?
6. Which auxiliary does the journalist use to ask for permission? Why?

See Grammar Reference n° 5, p.180

PRACTICE

① **Rewrite the lines written in bold type in the dialogue below using may or may not + a verb. Make any necessary changes.**
Then close your books and act out the dialogue.

Said: Karim has invited me to visit him in England.
Amine: Will you go?
Said: I don't know. **Perhaps I'll go next June. I'll ask for a school leave.**
Amine: **But perhaps the headmaster won't let you go.**
Said: **Well, perhaps I'll go without asking for a leave then.**
Amine: I advise you not to do that. **Perhaps the headmaster will mark you absent.**

② **Consider the situations below, then write questions using may or can to ask for permission to do something. Use the verbs in bold type.**

a. An English guest who doesn't know you well is in your home. He wants to **use** your telephone to give a call to his parents.

_______________________________ please?

b. You're in your English class. You've forgotten your dictionary at home and you want to **borrow** your friend's dictionary to look up a difficult word:

_______________________________ please?

c. You're at the beginning of your English class. You ask your teacher for permission to **leave early** to visit a friend of yours in the hospital.

_______________________________ please?

d. You're now in hospital. You ask the doctor for permission to **give** a drink to a friend of yours who has just had an operation.

_______________________________?

③ **Pair work. Now close your books and use your answers in exercise 2 on the previous page in dialogues. Take turns to give or refuse permission using the responses in the table below.**

Asking for permission	Giving permission	Refusing permission
Can I... ?	Yes, you can./Yes, of course. Yes, sure./Yes, all right. Yes, certainly./Yes, go ahead.	I'm afraid/Sorry, you can't. No, you can't.
May I... ?	Yes, you may./Yes, certainly. Please do./Please go ahead.	No, you may not. No, you can't.

④ **Match the sentences in column A with their functions in column B.**

Column A	Column B
1. Don't swim here. You **might** be attacked by sharks.	a. Expressing a wish
2. **May** you live long and have a lot of children.	b. Warning
3. There are no clouds in the sky, but it **might** rain before noon.	c. Suggesting
4. You are not good at English. Well, you **might** try these grammar exercises anyway.	d. Remote possibility

Write it out

Use the information below to write a note in your diary to list the things that are possible/likely to happen at the end of your school year. Use <u>may</u>, <u>may not</u>, <u>might</u> or <u>might not</u>.

to work/ very hard /this year/ so /to fail/ my ***Brevet*** exam

to be/ still young, so /to repeat /the year

to go to/ a vocational training school instead/because /to like doing things/ with my hands.

to like drawing /a lot / so / to train as a draughtsman

when /to finish / training / to open/ a workshop. ...

P FACT FINDING

WORDS AND SOUNDS

① **Copy the table on your exercise book and tick in the appropriate box of the prefix to form the opposites of the words.**

Il-	Im-	In-	-Ir-	Un-	Dis-	Words	Transcriptions
						regular	/`regjələ/
						capable	/`keɪpəbl/
						possible	/`pɒsəbl/
						responsible	/rɪ`spɒnsəbl/
						legal	/`li:gl/
						justice	/`dʒʌstɪs/
						probable	/`prɒbəbl/
						definite	/`defnɪt/
						polite	/pə`laɪt/
						obey	/əʊ`beɪ/
						agree	/ə`gri:/

② **Re-write the new words obtained in exercise 1 above using phonetic scripts. Mark the stressed syllable as in the example below.**

Example **immoral** /ɪˈmɒrəl/

③ **Listen to your teacher reading the new words in exercise 2 above and check your answers.**

④ **Fill in the gaps with the appropriate opposite from the box in exercise 2 above.**

a. Verbs can be divided into two groups. There are regular verbs and___ones.
b. "An" is an_____ article. It is used before a vowel sound.
c. It is ___ to steal. You can go to prison.
d. It is _________ to arrive on time at school. It's nearly 8 o'clock.
e. This mathematical equation is difficult. I'm _____ of doing it.
f. It is ___ to interrupt people like that. Next time wait for your turn to speak.
g. Mother punished me yesterday because I ___ her orders.
h. It is ____for a horse to live for more than 30 years.
i. It is _____ to call women the weaker sex. They are as strong as men.
j. I _____ with you, Rashid, when you say that studies are not important. But I agree that they are difficult.
k. You are totally wrong when you say that teenagers are ___ of doing things right. They always try to do their best.

TAKE A BREAK

Alchemy

Using the clues provided, go from the first word to the last word by adding a letter at each step to form the intervening words.

From nothing to a precious metal in 3 steps.

1. Nothing ____
2. Move, progress ____ ____
3. Deity ____ ____ ____
4. Precious metal ____ ____ ____ ____

An alternate route.

1. Myself ____
2. Prefix meaning two ____ ____
3. Command or ask ____ ____ ____
4. Stay, continue, wait, reside ____ ____ ____ ____
5. A woman just married or about to be married ____ ____ ____ ____ ____
6. Span ____ ____ ____ ____ ____ ____

Idioms and colloquialisms

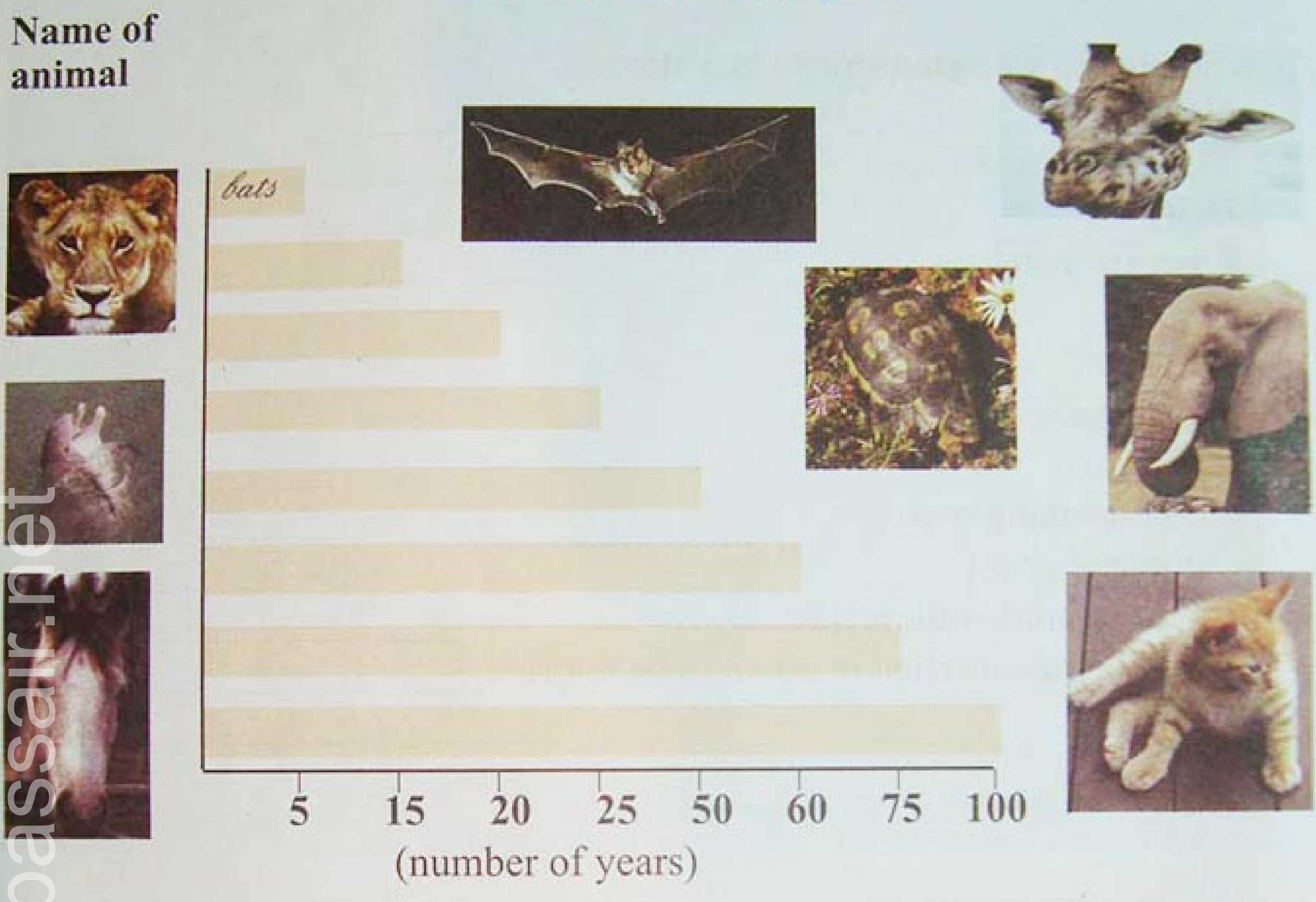
Discuss three or four sayings in the list below and find their equivalents in your language.

a. The leopard cannot change its spots.
b. He that cannot obey cannot command.
c. May god defend me from my friends. I can defend myself from my enemies.
d. The remedy may be worse than the disease.
e. Sticks and stones may break my bones, but words will never hurt me.
f. You cannot sell the cow and drink the milk.
g. You may lead a horse to the water, but you cannot make him drink.

RESEARCH AND REPORT

① **Find out the average life span of each of the animals below and place them on the following graph.**

Life expectancy graph



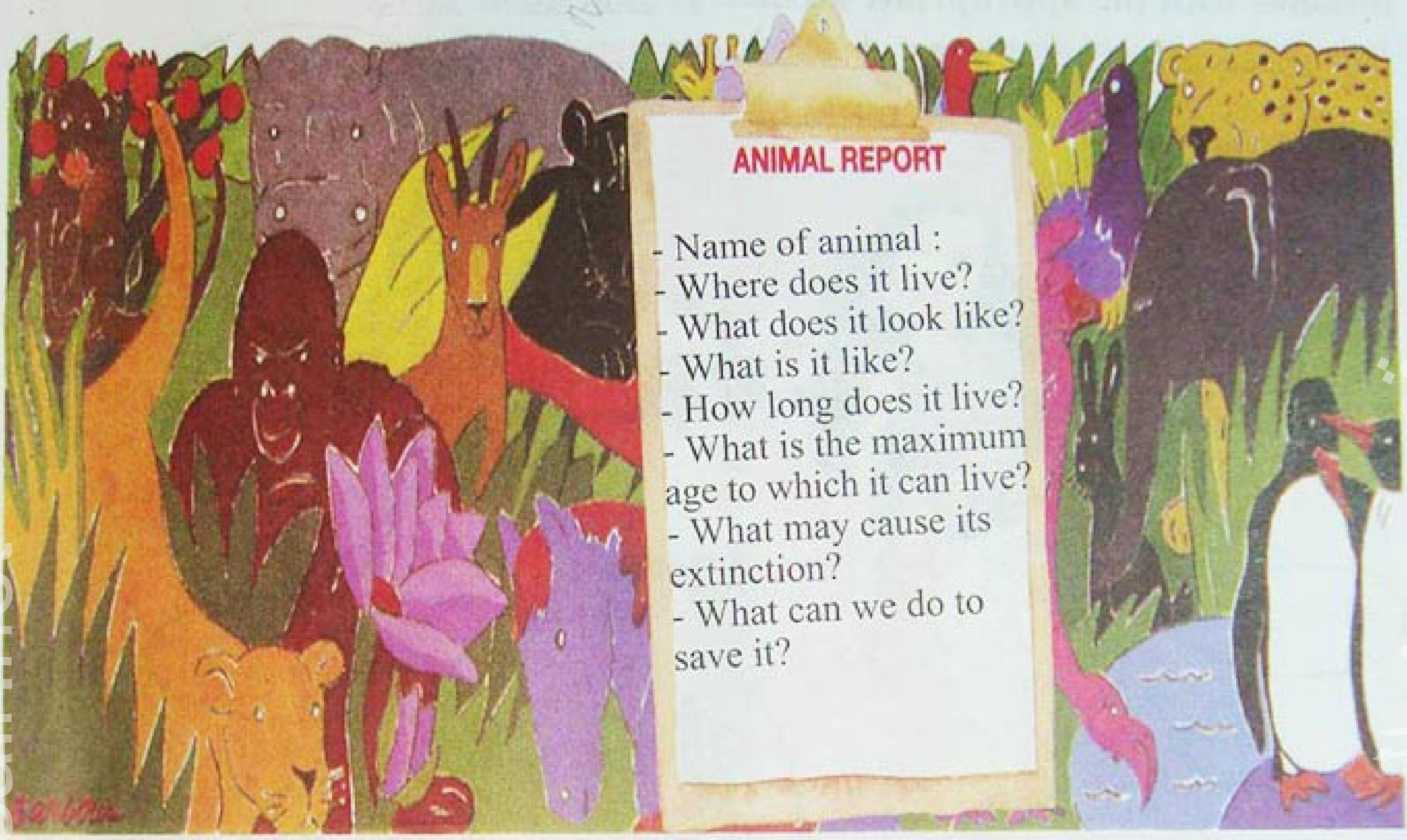
② **Discuss the maximum age to which each of the animals on your graph can live. Use the auxiliaries in the box below to express degrees of possibility.**

Example: Giraffes live for 20 years on the average, but they may well live for up to__

may well … might well...	(higher possibility)
may possibly… might possibly…	(lower possibility)
can't ...	(impossibility)

③ **Think about other animals and draw another graph to show how long they can live.**

④ **Write a report about an animal of your choice which is in danger of extinction using the information on the report card below.**



⑤ **Group work.**

Imagine you are a member of the World Wild Life Organisation.
Write a ten-rule charter designed to ensure the protection of wild animals using appropriate modals. (See Grammar reference n° 6, page 181.)

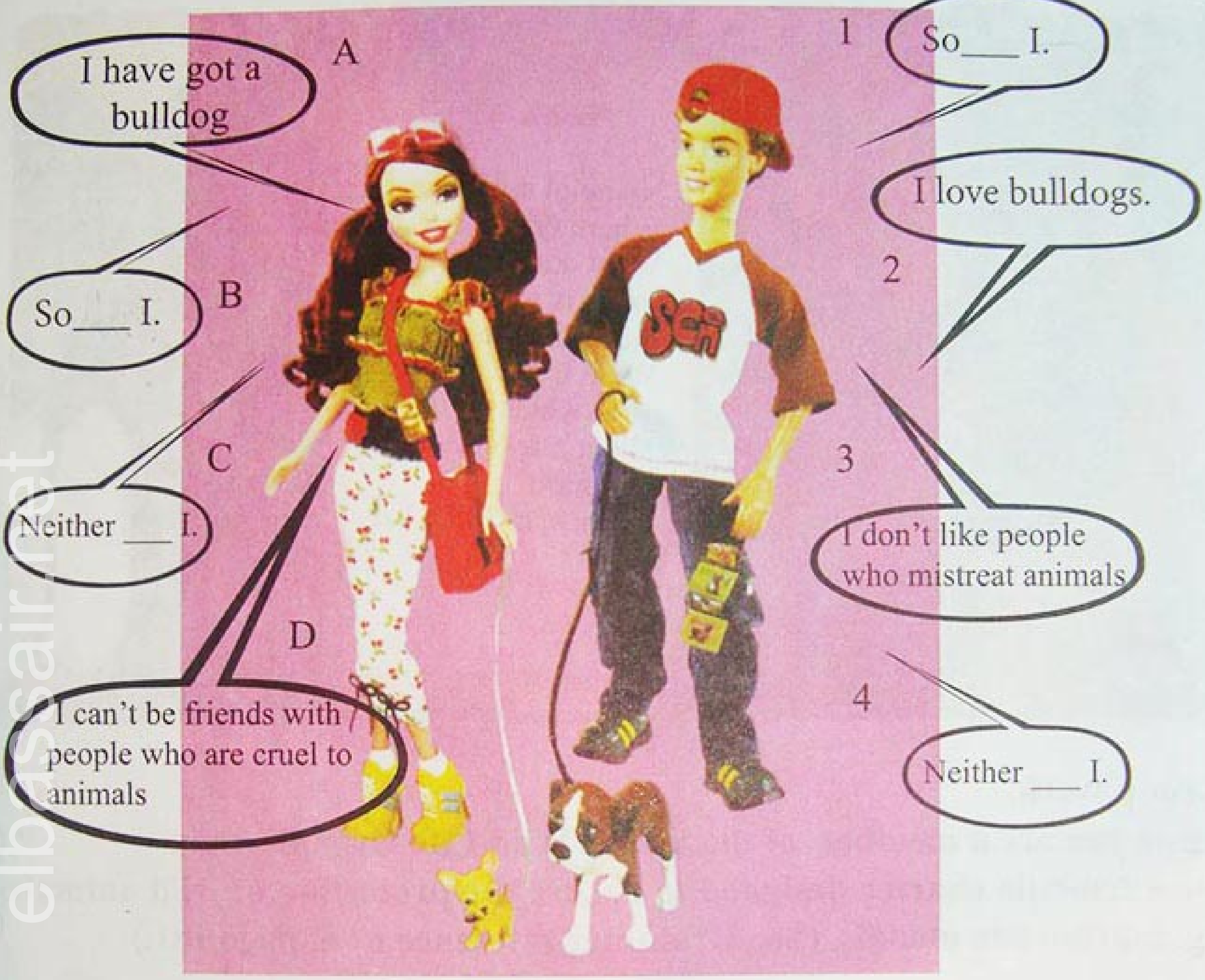
Take your pick from the following verbs:

to cure - to shoot - to treat - to trap- to feed - to hunt - to shelter - to mistreat - to fatten

P **ORGANISING**

▶ LISTEN AND CHECK

① Jill (on the left) and Jack (on the right) agree with each other about many things in their conversation. Fill in each of the blanks in the speech bubbles with the appropriate auxiliary: can, do or have.



② Listen to your teacher and check your answers to exercise 1 above.

③ Listen to your teacher again and say which word is stressed most in the speech bubbles you have completed in exercise 1.

④ Listen again and note the form of the auxiliary verbs do, have and can you hear in the speech bubbles that you have completed. Tick in the right box.

Have		Can		Do	
Strong form	Weak form	Strong form	Weak form	Strong form	Weak form
/hæv/	/həv/	/kæn/	/kən/	/duː/	/də/

When participating in a discussion, you sometimes agree and sometimes disagree with what the other speaker says to you. It is not always necessary to use the verbs **agree** or **disagree** to express **agreement** or **disagreement**. You can express this in a different way.

A. Use **so + auxiliary + subject** when you respond to a positive statement.

Example:

I can sing

So can I.

= I can sing too.

B. Use **neither + auxiliary + subject** when you respond to a negative statement.

Example:

I can't play tennis.

Neither can I.

Your turn to speak

① **Group work. Speak about your capabilities. Take turns to agree or disagree with your partners. Use neither and so.**

Example:

YOU : I like reading Shakespeare. | I can't read Shakespeare.

Partner A: So can I. | Neither can I.

Partner B: Oh, I can't. | Oh, I can.

② **Group work. Complete the dialogues below using so or neither + the appropriate auxiliary: do, will/shall, or have.**

You: I have bought a bicycle.
Partner A : __________ .
Partner B: That's very funny. I have bought one, **too**. ①

You: We're flying to England next Saturday at 5.
Partner A: __________
Partner B: How extraordinary! We're going on the same flight, **too**. ②

You: I haven't seen Boussad since last Monday.
Partner A: __________ .
Partner B: There is something wrong. I haven't seen him since last Monday, **too**. ③

You: Everybody hates snakes. But I love them.
Partner A: __________ .
Partner B: I love them **too**. ④

③ **Group work. With books closed, act out the dialogues above. Then make similar dialogues using as many auxiliaries as you can.**

④ **Respond to the statements below using too.**

a. **Your partner**: Happy New Year Farid ! **You:** __________
b. **Your partner:** Have a nice day! **You:** __________
c. **Your partner:** I can drive a motorcycle. **You:** __________

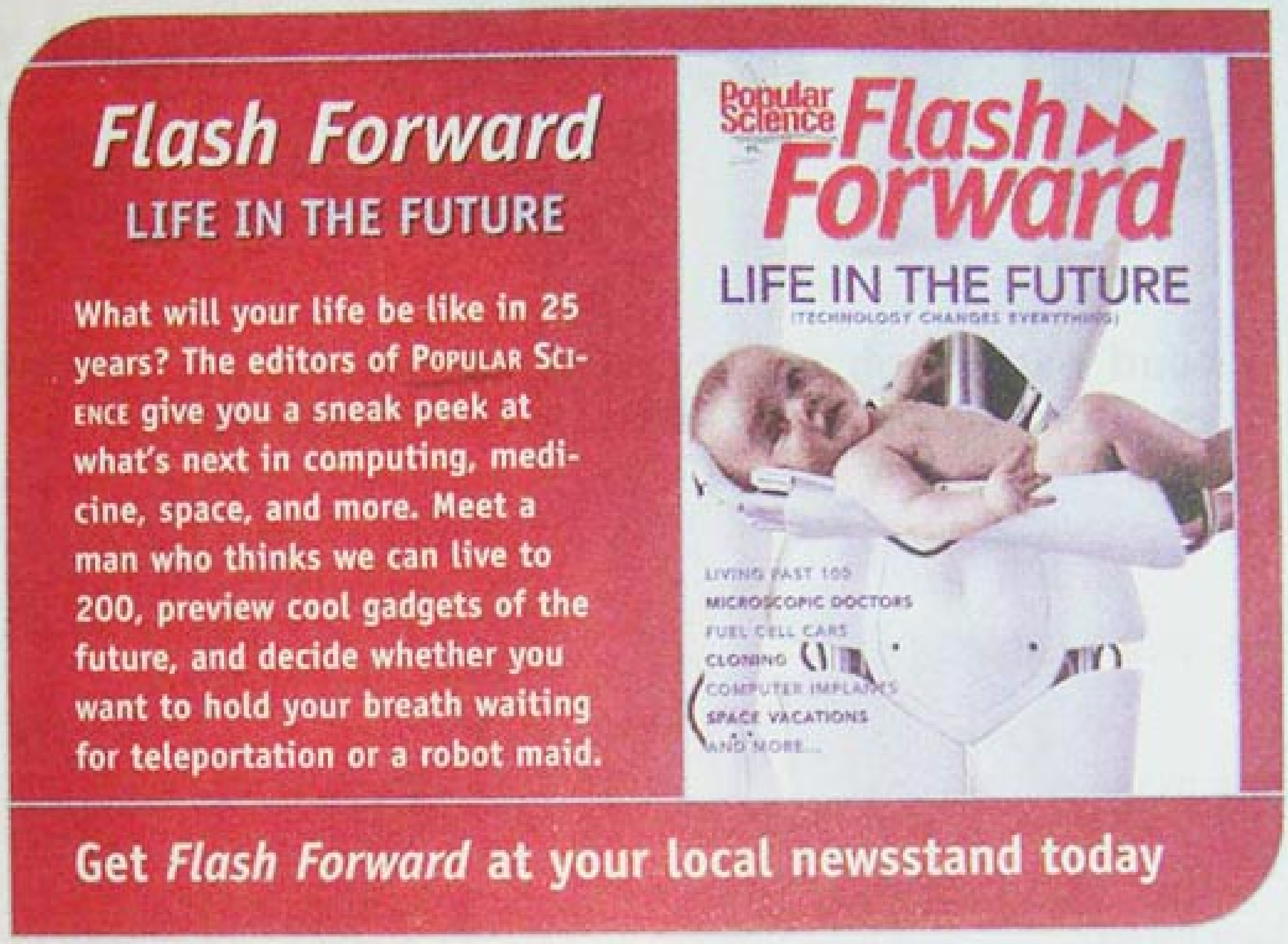
▶ Write it up

Write a short dialogue about your likes and dislikes using so and neither.
Draw inspiration from listening script 2 (Jack and Jill). And then act it out.

P WRITING UP

① **Look at the picture of the cover page of the magazine below and answer these questions.**

a. What is the name of the magazine?
b. What is the title of this issue of the magazine?
c. Which topics does this issue of the magazine deal with?
d. What does the illustration on the cover page represent?
e. What do you think the most important article in the magazine will be about?



② **Read the newspaper article below and check your answer to question e in exercise 1 above.**

The robot is the most amazing invention that man has ever made. For example, in 1987 an American surgeon was able to instruct a robot from a New York hospital to do an operation in Strasbourg. In the same year, astronauts were able to pilot another robot to take pictures of Mars. Robots are already capable of doing many difficult and dangerous jobs. You can see them working in car factories, in mines, in fire departments and in nuclear plants.

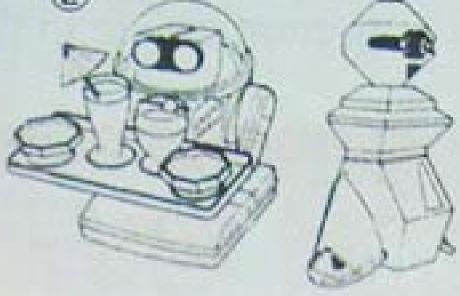
Many people think that robots are stupid. This may be true for the old generation robots. But the new generation robots are not stupid machines at all. They can hear and speak. They can even smell. Some day soon, I'm sure scientists will be able to invent robot cooks, which you can instruct to prepare your breakfast in the morning. They will be able to make robot maids, which will do house cleaning. They may be able to invent robot students to do your home work while you just lie in your bed listening to music. And who knows? They might even invent robot mechanics, which will repair broken robots. Can robots become the rivals of man in the future? Well, they cannot for one simple reason. They have only artificial intelligence, so it is impossible for them to be man's rivals.

③ **The pictures below illustrate the article on the previous page. Read the article again and identify the sentence(s) which each of the illustrations below helps you understand.**

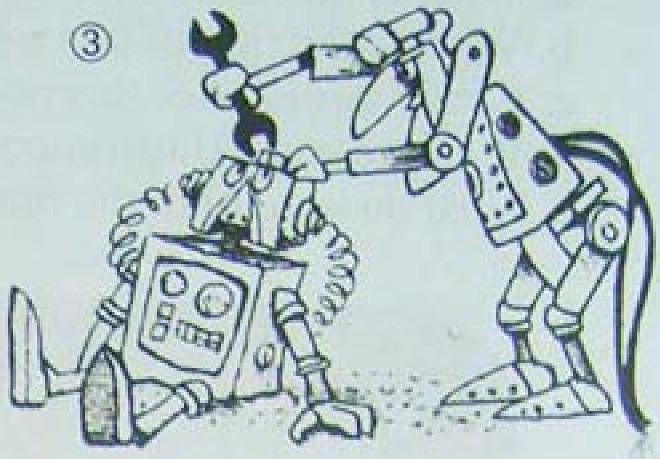


①

②



③



④ **Read the second paragraph of the article. Rank the predictions that the author makes about robots from the most probable (top) to the least probable (bottom).**

They will be able to ______________________
____

They may ______________________
____

They might ______________________
____

They won't be able to ______________________
____

Coping....

It is important to look at the illustrations which accompany texts. They may help you in various ways.

1. Illustrations can help you guess the topic or the general idea of the text. So make sure you look at them before you start reading. This may help you better understand the text.
2. They can also help you understand the meaning of difficult words.

► Write it out

① **Read the jumbled predictions about the technological advances below and say how sure you are about each using <u>will be able</u>/ <u>may well</u>/ <u>may</u>/ <u>might</u>/ or <u>won't be able</u> + verb.**

a. Someday/ People/to do/ all their shopping by computer.
b. Scientists/ to invent/ a computer which can read your mind/soon.
c. In the future/ all children/ to study at home using the computer.
d. Scientists/ to make/ a vaccine/ against cancer/in the future.

② **Group work. Now discuss the opinions you have expressed in exercise 1 above. Use examples below as models.**

People <u>won't be able to</u> do all their shopping by computer.

Your partner: I think so too./ Oh, I **even** think people **may well** do all ___

Or

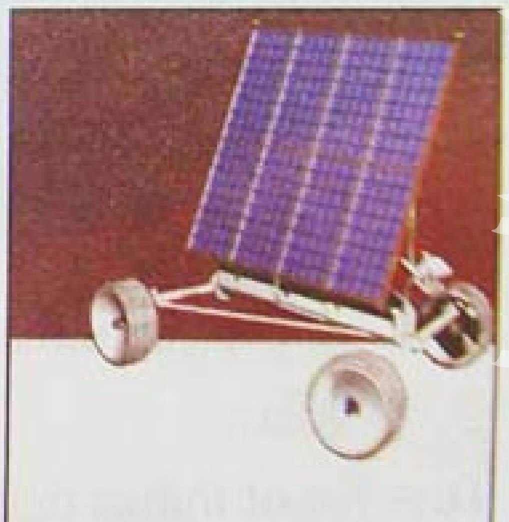
You: I think that scientists **will be able** to invent a vaccine against cancer.

Your partner: Really? I don't think so. I **rather** think that scientists ___

③ **Write a ten-line newspaper article to say what the NASA <u>will</u>/ <u>may</u>/<u>might well be able to</u> do with robots in the future. Draw inspiration from the second paragraph of the article from *Popular Science* above.**

Some ideas

- NASA scientists/to make/a new type of spaceship.
- Future astronauts /to be / a new generation of robots.
- These robots/to go on missions of exploration to Mars.
- They/to communicate with NASA specialists/ because/to speak English
- They / to carry with them another robot, Hyperion.
- Hyperion /to work 24 hours a day/ because/ it /to run with solar energy.
- to find continuous sunlight in the polar regions of the planet Mars
- to run fast over rocks.
- Hyperion/to take pictures …



Hyperion

P ASSESSING

PROJECT ROUND-UP

► ***Making a profile of changes in man's capabilities***

Your project will be presented in the form of a wall sheet or a portfolio. It should include three of the following items:

A. A list of things that man **could** or **couldn't** do six hundred years ago in the domains of ...



a. transport e.g., *Six hundred years ago man couldn't travel by plane, but he could travel on horseback.*

b. medicine

c. entertainment

d. sports

e. politics …

B. A list of remarkable performances that particular men and women **were able to** achieve in various fields over the last six hundred years.

e.g., Christopher Columbus was able to sail across the Atlantic. He …

C. A list of things that man **can**/ and **is able** to do today and which he couldn't do years ago in the domains of ...



a. transport:e.g., Today, man is able to travel to the moon.

b. politics

c. sports

d. entertainment …

e. law

D. A list of things that man **will** be able to/**may well**/**may**/**might**/ do in the near future.

e.g., In the future, man will be able to leave the Earth and settle on Mars.

E. Draw a cartoon and make your characters use **so** and **neither +auxiliary + subject**.

Note: All items in all lists should be illustrated with pictures / drawings and explanatory sentences.

Progress Check

Listening and speaking

A. Consider the situations below and choose the most appropriate modal from the modals between brackets and put it in each of the blanks.

	5

a. A pedestrian /in the street
Excuse me, officer, ________________ (may/can/ could) you show me the way to Victoria Station please?

b. A pupil /in the classroom
_____ (could/can/may) I borrow your protractor, Said? I've forgotten mine at home.

c. Immigration officer/at the airport
_____________ (can/ could/may) I see your passport?

d. In the classroom
Teacher: Where's Karima? Why is she absent?
Pupil: I don't know. She _______ (can/may/could) be ill.

e. Pupils /in the headmaster's office
Pupils: ________ (can/will/may) we leave now, Mr White?
Headmaster: No, you ________ you (can't/may not/ won't). You haven't answered all my questions.

B. Agree or disagree with the statements in the short dialogues below using <u>so</u> or <u>neither</u>.

	1.5

Your partner: I can sing and dance.
You: ____________ ①

Your partner: I can't go to school today.
You: ___________ ②

You: I like bananas and peaches.
Your partner: ______________ ③

C. Rewrite the words in bold in each of the sentences using appropriate prefixes. Then mark the main stress on the new word (ˋ).

	2

a. Your answer is **not correct.**
b. Stealing is **not legal.**
c. It is **not possible** to find him at home now.
d. I'm **not satisfied** with what you're doing.

▶ Reading and writing

① Read the text below and make the predictions less categorical/certain by replacing <u>will</u> with an appropriate modal: <u>may</u>/<u>may well</u>/<u>may possibly</u>, <u>might</u>, <u>might well</u>.

	3

How long can we hope to live?

The longest we can hope to live today is about 120 years. The average life span is about 75-80 for women and 70-75 for men. But we **will** live longer in the future because our living conditions are getting better and better every day. People in developing countries **will** live for a hundred years on the average, but those who live in developed countries **will** reach the average life span of one hundred and twenty years. Some men **will** live up to the age of 140 years whereas some women **will** reach the age of 160 years.

② Fill in the blanks in the letter below with: <u>was able to</u> / <u>wasn't able to</u>/ <u>will be able to</u>/ <u>could</u> or <u>couldn't</u>.

	3.5

Dear Jack,

Sorry I ___attend your party last Saturday. I was quite ready to come and just about to leave when a friend of mine from Algeria on her way to America dropped in. She wanted me to spend the evening with her before she left for the U.S. the next morning. Well I _____refuse, ____?

Of course, I tried to phone you, but I _____ get through. Your number was engaged. I hope you will understand. I know you needed my CD player, but I'm sure you all had a good time just the same.

My parents have bought a house in Brighton. When we move in, I _____ visit you every week.

Yours,
Jill.

③ Write a letter of apology to a friend of yours including an explanation on why you weren't able to attend her/his wedding, birthday party, house warming party ... Use <u>could</u>/<u>couldn't</u>/<u>can</u>/<u>cannot</u>/ and <u>able to</u>.

	5

Learning log

Copy the questionnaire below in your learning log. Fill it in and hand a copy of it to your teacher. Don't write your name on it.

I can…	**very well**	**fairly well**	**a little**
A. express ability.			
B. express possibility.			
C. ask for and give permission.			
D. express certainty using **will**.			
E. make requests.			
F. express agreement and disagreement using **So/ Neither**+ auxiliary + personal pronoun .			
G. use modals **may/ might/ can/ could.**			
H. use the verb idiom **be able to.**			
use prefixes **il- /im-/in-/ir-/un-** and **dis-** to form new adjectives.			
I. use appropriate stress in words starting with prefixes.			
J. use illustrations to better understand texts.			
K. predict what will come next in a newspaper article by reading its lead-in.			
L. interpret and make a graph.			
M. write a newspaper article about technological advances.			
N. write a school report.			
O. write a report about an animal in danger of extinction.			
P. write the rules of a charter.			

TIME FOR …

a famous address



I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave-owners will be able to sit down together at the table of brotherhood ….

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character …

I have a dream today.

I have a dream that one day … little black boys and black girls will be able to join hands with little white boys and white girls and work together as sisters and brothers. …

This is our hope. This is the faith with which I return to the South. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together…to stand for freedom together, knowing that we will be free one day.

(From ***I Have a Dream*** by Martin Luther King, Jr.)

a laugh



FILE THREE

GREAT EXPECTATIONS

In this file you will learn the following:

Language Learning

Functions

Predicting
Giving instructions
Expressing condition
Expressing satisfaction and dissatisfaction
Making suggestions, requests, offers, promises using **if**
Locating places

Grammar

Time clauses with **when / while/ as soon as / before/ after/ till** and **until**.
Conditional type 1
Future with **will** (consolidation)

Words and sounds

Vocabulary related to hopes and expectations
Vocabulary related to the U.S. educational system
Suffixes –**er , ist, ian and -or**
Clusters
Vowel sounds /ʊ/, /ʊ:/, /ɑ:/, /æ/ ...
Intonation in **wh**-questions (consolidation)

Skills Building

Primary skills

Listening for specific information
Making a short class presentation
Translating
Transfering information (from oral script to map and from map to speech)
Guessing meaning from context
Recognising features of song
Transforming prose into song
Summarising

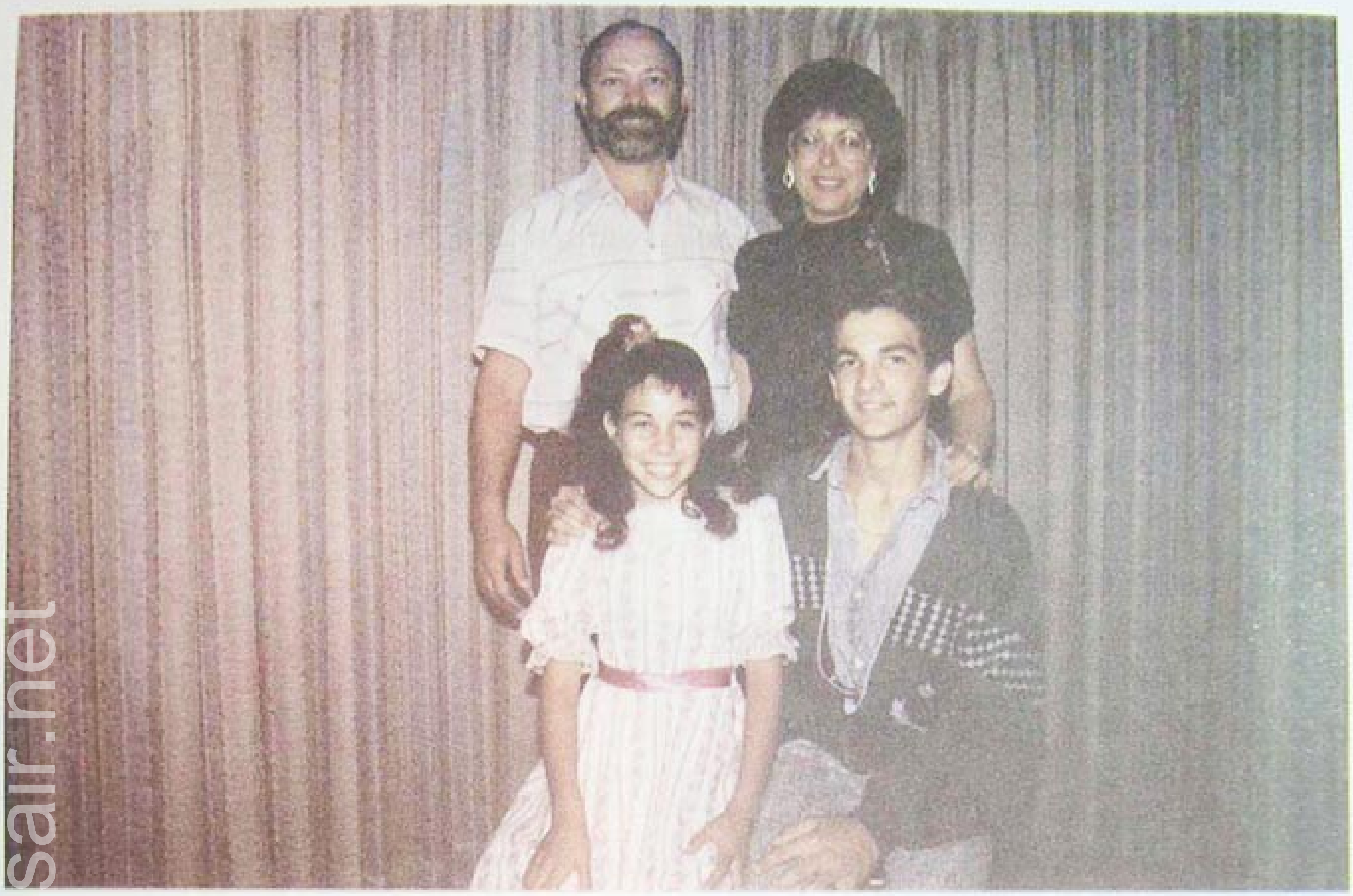
Social skills

Acting as a tourist guide
Making contingency plans
Making decisions for the future
Planning an excursion
Drawing a road map
Making a fact file

Your Project (see p. 85):
Arranging a conference

GREAT EXPECTATIONS

FOOD FOR THOUGHT





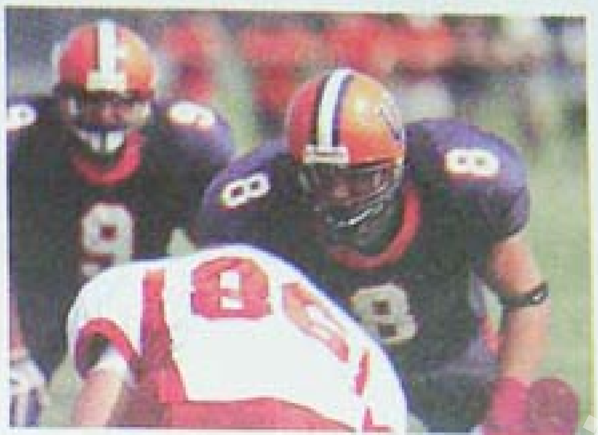
LISTEN AND CONSIDER

Before you listen

Look at the pictures of Becky and Paul and answer these questions.

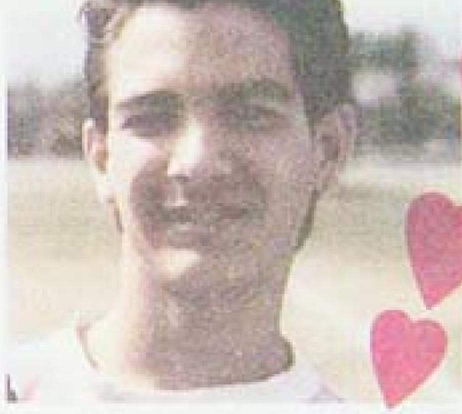
a. What are they like?
b. What do they like?
c. Where do they live?







(Becky)



(Paul)

As you listen

① **Listen to script 1 and check your answers to the questions in exercise 1 above.**

② **Listen to script 2 and make notes about what Becky and Paul will do during the summer vacations. Follow this model.**

When school finishes,

- *Becky will* ______________________________
  ____
- *Paul will* ______________________________
  ____

③ **Listen to your teacher reading the questions below and mark the intonation at the end of each question with an arrow (↗ ↘).**

a. What will you do when school finishes?
b. How will you spend your time when you are back?
c. Will you keep on training after the football season is over?

④ **Now use the information in exercise 2 on the previous page to ask and answer questions about Becky's and Paul's plans for the summer vacations.**

▶ After listening

Read the sentences in the grammar window and answer the questions

FLATRON

Grammar Window

1. What will you do/ **when** school finishes?
2. I'll stay with them/ **until** the first week of July is over .
3. I'll get up and dress as quickly as possible/ **as soon as** I hear him driving into the garage.
4. I'll do some motorbiking /**while** I'm there.

A Each of the sentences above has two parts (or clauses). Underline the verb in each clause.
B. Which tenses are the verbs of the clauses that you have underlined?
C. Do the verbs refer to the present or to the future?
D. What do you notice about the verb form which comes after time conjunctions **when**, **until**, **as soon as**, **while**, **before** and **after ?**
E. What is wrong in the following sentence? How will you rewrite it ?
When the holidays will finish, we'll come back to school.

See Grammar Reference n° 7, p.182

PRACTICE

① Dialogue completion. Put the verbs in brackets in the correct tense.

Maurine: Bye, sweetie. Have a safe trip to Spring Valley.
Becky: Thanks, Mom. I (to phone) as soon as I (to arrive) there.
Maurine: Fine. But remember that I won't be home in the early evening. I (to pick up) Paul after his training session (to be over).
Becky: That's at 6 p.m., isn't it? I (to ring) you before you (to leave) home. By the way, Mom, (not to forget) to feed my hamster while I (to be) away.

② Pair work. Close your books and with your partner take turns to act out the dialogue above.

③ Complete the following sentences so that they are true for you.

a. I won't stop working until I___
b. When I finish my studies in Middle School, I ____
c. As soon as the bell rings, we ____
d. I ____ while waiting for the film to start.
e. I'll buy my books before I _____

④ Pair work. With your partner, take turns to ask and answer questions using the sentences in exercise 3 above.

You: What will you do when you finish your studies in Middle School?
Your partner: I will ___ What about you?
You: I'll ___

Write it up

① Put the words in the scrambled sentences below in the right order.

Example

Soon/as/as /pass/my/Brevet/exam/I'll /to the *lycée*/go/I.
As soon as I pass my Brevet exam, I'll go to the lycée

1. Leave/when/I/ the lycée/I'll/ around /travel/Algeria.
2. Hard / I'll /for/study/pass/I/three years/mail/until/Baccalauréat/.
3. After/my/ diploma// I/get/I'Il/glass houses/ build.
4. I'll/for some/time/ work/ before/ I/to/ go/ university/to train as an architect.

② Re-arrange the re-ordered sentences in exercise 1 above to talk coherently about your expectations using sequencers.

P BRAINSTORMING

READ AND CONSIDER

Before you read

Paul and Becky have been asked by their respective school advisors to write a paragraph about what they plan to do in the future. Look at their faces again. What are their expectations? Who is most likely to succeed? Discuss their possible achievements with your partner.

As you read

As you read further down and on the next page, make notes about what each of them hopes to achieve in the future. Follow this model.

If Paul ______________________, he ______________________.

If ______________________, he ______________________.

If ______________________, he ______________________.

Becky ______________________ if ______________________.

She ______________________ if ______________________.

She ______________________ if ______________________.

Paul's expectations



If I pass my final year exam, I'll go to Lincoln Senior High School and study for four more years there. Then if I get my high school diploma, I'll work in a drive-in restaurant while going to night school. I'll take a marketing course.

But if I fail to get my high school diploma, I'll start work, full time, right away. Uncle James has already offered to take me as his assistant. I'll sell second-hand cars, just like him. And if I make enough money, I'll marry Jenny, my girl-friend, and start a family as soon as possible. I won't go to university anyway.

Becky's expectations



If I finish Primary School with high grades, I won't go to junior high. I'll go straight to high school where I'll study for four years. I'll apply for a university scholarship while I do my senior year in high school. If I get my high school diploma with distinction and win a scholarship as well, I'll go to Grossmont College. I'm sure I will pass the Entrance Test. But if I don't win a scholarship, I'll go to university anyway. I'll get a part-time job and work my way through college. I'm determined to graduate in Chemistry. And if I have any spare time, I'll keep on playing soccer with the College team and sing with the College Choir.

► After reading

Read the sentences which you have made and move on to the …

FLATRON

Grammar Window

1. Consider the following sentences

<u>**If**</u> Paul **makes** enough money, he'**ll marry** Jenny.

Becky **will go** to Grossmont College if she **wins** a scholarship.

The clause which begins with **if** is called the if-clause. The clause which begins with **he** or **Becky** is called the <u>**result clause.**</u>

2. Which tense is the verb of the <u>**if-clause**</u>?
3. Which tense is the verb of the <u>**result clause**</u>?
4. Is there a difference in punctuation between the two sentences?
5. Now fill in the following diagram:

If +subject+ ________, ________ + ________.

Subject + ________ + ________ if + ________

See Grammar Reference n° 8, p.183

PRACTICE

① **Make sentences using *if* ______________ *will* __________ by joining a clause from column A with a clause from column B.**

Column A	Column B
❍ I pass my ***Brevet*** exam	❍ I study literature
❍ work hard for three years	❍ be famous
❍ go to university	❍ pass the ***Baccalauréat*** exam
❍ become a writer	❍ be admitted to Secondary School

② **You want to go camping in the mountains. But your brother tries to prevent you from doing so by pointing out difficulties (column A). Answer him by completing the sentences in column B.**

Example

Your brother: What if you can't pitch the tent?

You: I'll sleep under a tree.

Column A	Column B
What if …	**I'll …**
❍ it rains?	______________________
❍ a jackal attacks you?	______________________
❍ break your leg?	______________________

▶ Write it out

What will you do if you pass your Middle School *Brevet* ? Write a paragraph, like the one written by Becky or by Paul. Here are some ideas to help you.

- go to a secondary school
- go to a vocational training school
- opt for the Foreign Languages Stream
- go to university
- don't get a scholarship
- can't find a job
- become a translator
- get married
- travel all over the world

P FACT FINDING

① **Read the paragraph below and change the words between brackets into nouns for occupations and trades by adding the following suffixes: -er, -or, ian, or ist.**

I live in a family of (**art**). My father is a landscape (**paint**) and my mother a (**music**). My brother is a (**collect**) of antiquities and my sister is training to be a (**sculpt**). Each of them wants me to train to be an (**art**) too. Mom wants me to be a (**guitar**), Dad a (**cartoon**), my sister a (**write**) and my brother a film (**direct**). But I expect to have a different occupation. If I get a scholarship, I will go to university and become a (**physics**), or a (**library**), or a (**chemistry**), or why not? a (**teach**).

② **Pay attention to your teacher's tone as s/he reads the sentences below and match each sentence in column A with the function it expresses in column B.**

Column A	Column B
1. If we don't go now, we'll miss the bus.	a. threat
2. If you don't stop screaming, I'll spank you.	b. warning
3. If you don't like it, we'll give you a new one.	c. prediction
4. Mum, I'll do the dishes **if** you want.	d. promise
5. Be careful. You'll get an electric shock **if** you touch that wire.	e. suggestion
6. She will understand **if** you explain why you did it, I'm sure.	f. offer

③ **With books closed, say each of the sentences above using the right intonation and stress to convey the tone corresponding to their function.**

④ **Listen to your teacher reading the words in column B and cross out the word which <u>does not</u> contain the vowel sound in column A.**

Column A: Vowel sounds	Column B: Words
/ ɒ /	sock lot port pot
/ ɔ: /	court cot caught bought
/ ɜ: /	bird serve but curl
/ ɑ: /	car large half cat
/ u: /	pool boots good two
/ ʊ /	book suit pull foot
/ æ /	glass bat cat cap

⑤ **In English we can pronounce some consonants together without a vowel between them. This is called a <u>consonant cluster</u>. Find words which start with the following initial clusters.**

Consonant clusters	Words starting with a consonant cluster
A. Consonant + r: br, cr, fr, gr, pr, tr …	Example: **Brain, Brad** …
B. Consonant +l : bl, cl, fl, gl, …	
C. S+ consonant : sc, sl, sk, sm, sn, st …	
D. S +consonant +consonant: spr , str,	

⑥ **Now read the sentences below, underline the consonant clusters, and note the position in which they occur: the beginning, the middle or the end of the words.**

Brad and Tracy study English at a high school in Florida. When they complete their studies there, they'll train as translators at Houston University in Texas. As soon as they finish their training, they'll sign a contract with a petroleum firm in the Middle East.

TAKE A BREAK



"Mom! What'll happen if I press this button?"

Superstitions

1. Match each of the if-clauses in column A with its result in column B using the expressions in the box.

Column A	Column B
1. If you walk under ________,	you will have seven years' bad luck
2. If you break __________ ,	you will get a lot of money
3. If you scratch ____________,	a friend of yours will die
4. If you hear _________ in the night,	you will have bad luck
5. If a ________ crosses your path,	you will have good luck.

A mirror - your left hand - a ladder - an owl – a black cat

2. What are the equivalents of the superstitions above in Algerian culture?

Idioms and colloquialisms

Read the sentences below and say what each of the quotations means in its context.

1. A friend of yours tells you, '**If** you can't beat them, join them'.
2. Your father tells you,' I don't want to hear **ifs** or **buts**; just do the work and tell me when it is finished'.
3. "I'll speak to him about this problem **if** the occasion arises", John says.

RESEARCH AND REPORT

① **Group work. Find information about California and complete the fact file below. Then report to the class reading from your notes.**

FACT FILE

Full name: ________________
Capital city: ________________
Other important cities: ____
Governor: ________________
U.S. bordering states ______
Bordering ocean : ________
Bordering country: ________
Population : ______________
Famous valley: ___________
Famous bridge:___________
Famous observatory:______
Famous cinema city: ______
Famous tree:______________



② **Draw a map of the United States and write the name of each of the states in full. Then quiz each other like this: You:** What does the abbreviation TX stand for? **Your Partner:** It stands for Texas.



At School in the USA and Algeria

① Read the diagram about the American public educational system and fill in the blanks in the letter below.

The American pre-university educational system

<table>
<tr><th>Level</th><th>Age</th><th colspan="3">Institution or Study Programme</th><th>Degree</th></tr>
<tr><td rowspan="2">Pre-Primary</td><td>2
3</td><td colspan="3">Pre-school or nursery school</td><td rowspan="3"></td></tr>
<tr><td>4
5</td><td colspan="3">Kindergarten</td></tr>
<tr><td>Primary School</td><td>6
7
8
9
10
11</td><td>1st Grade
2nd Grade
3rd Grade
4th Grade
5th Grade
6th Grade</td><td>Elementary School</td><td>Grade School</td></tr>
<tr><td rowspan="3">Secondary School</td><td>12
13</td><td>7th Grade
8th Grade</td><td>Junior High School</td><td>Middle School</td><td rowspan="3">School Diploma and College Entrance Tests</td></tr>
<tr><td rowspan="2">14
15
16
17</td><td rowspan="2">9th G. (Freshman)
10th G. (Sophomore)
11th G. (Junior)
12th G. (Senior)</td><td rowspan="2">Senior High School</td><td>College prep</td></tr>
<tr><td>Vocational training</td></tr>
<tr><td>Community College or University</td><td>18
19
20
21</td><td colspan="3"></td><td></td></tr>
</table>

Dear Hamida,

Thank you for the photos of your school. They are really nice. I've got the best mark in the class for my project on Algeria.

It's my turn to give you information about how pre-university education works in America. American boys and girls spend ____ (1) years in Primary School (also called ____(2) or____(3). After finishing _____(4) grade, students go to a junior high school (also called _______ 5) for three more years. After completing junior high, each student chooses a program of study to follow at a senior high school or at _______(6) or at _______(7).

High school students receive a high school diploma at a graduation ceremony at the end of the ____(8) year. Some of them continue their studies in a _____(9) or in a __(10) and some start work to earn a living.

I'm looking forward to hearing from you.

Yours,

Becky

② An American pen-friend of yours has asked you for information about how the Algerian pre-university educational system works. Reply to him/her. Include a diagram. Present your letter to the class for discussion.

Advertising a monument

Look at the picture and the fact sheet below. Fill in the blanks and write an advert about the Royal Mauretanian Mausoleum using the fact sheet you have completed.

FACT SHEET: The Royal Mauretanian Mausoleum

Location: ______________________

Shape: ______________________

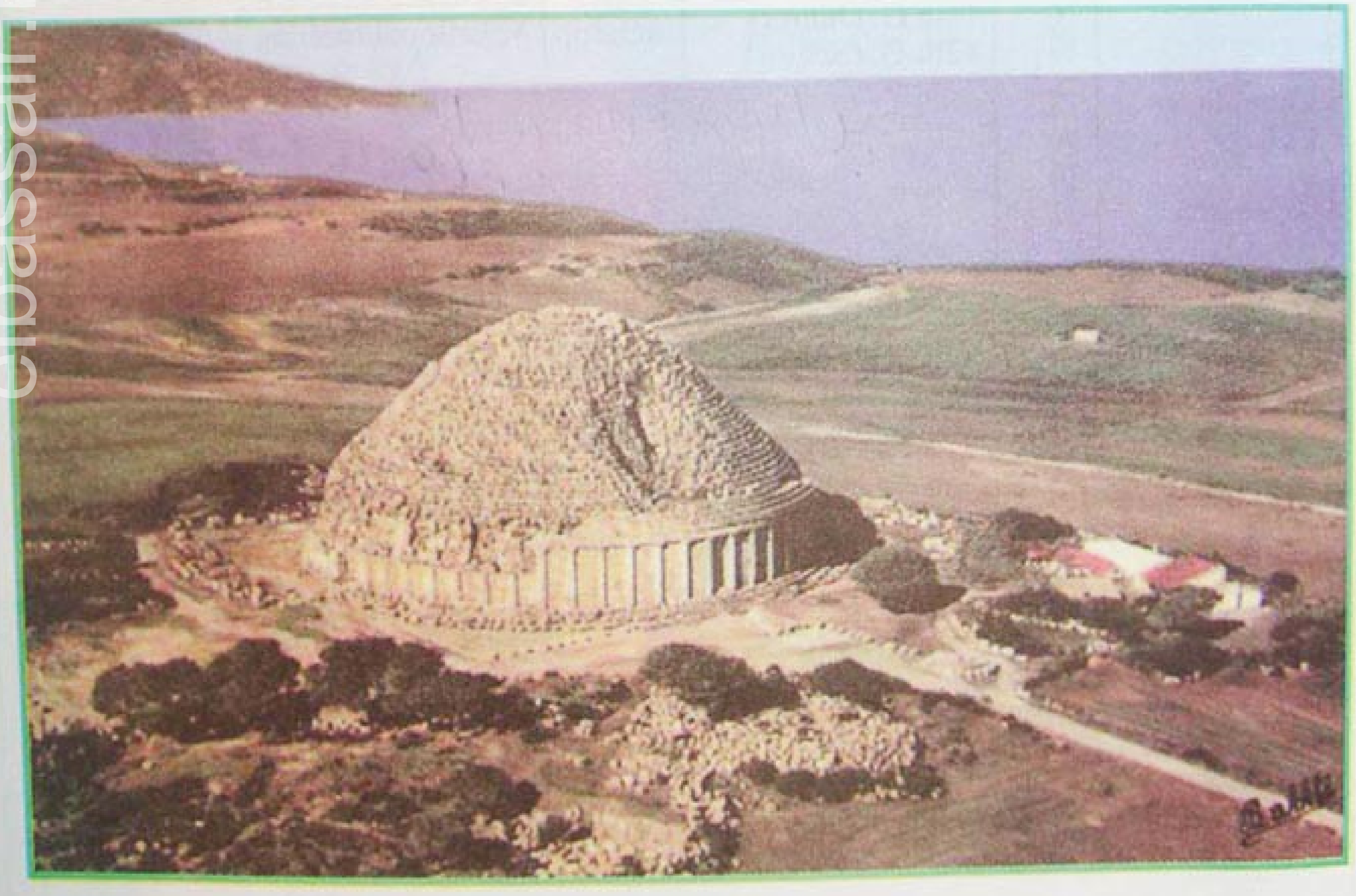
Base circumference: 185.5 metres

Diameter: 60.9 metres

Height: ______________________

Sustaining columns: 60

Doors: ______________________



P ORGANISING

► **Listen and check**

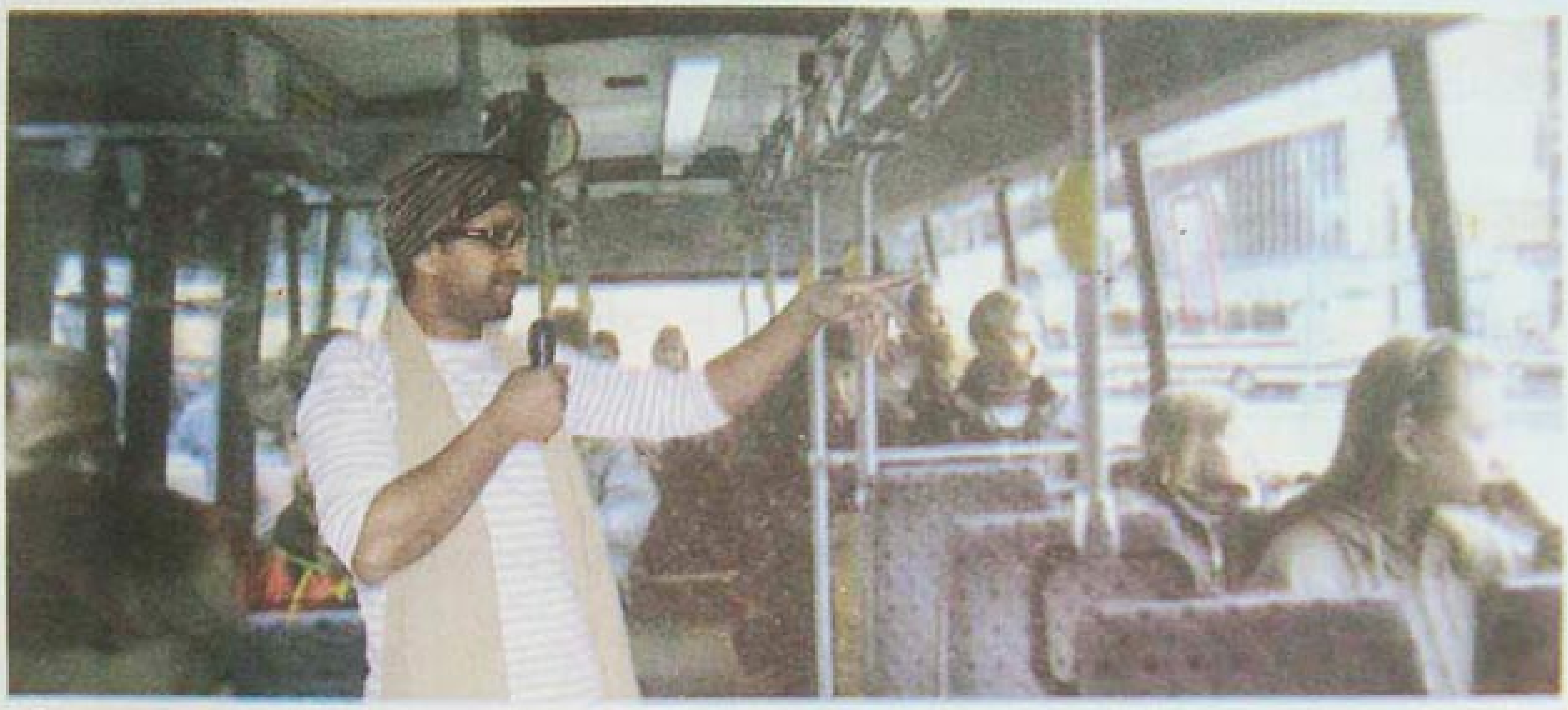
① **Consider situations A and B below and say what you expect the speaker to say. Circle the letter of the best answer.**

A. A tourist guide wants to express his **dissatisfaction** because one of the tourists keeps arriving late. He will say…

a. My god, he is always late! **b.** He is late again. **c.** Next time, don't arrive late!

B. The tourist guide expresses his **satisfaction** because the tourist has arrived at last. He will say:

a. It's quite alright now. **b.** I'm satisfied that you are here. **c.** Better late than never.



② **Listen to your teacher simulating a guide talking to a group of tourists (script 3) getting ready for a sightseeing tour and check your answer to exercise 1 above.**

③ **Listen and fill in the empty boxes on the map, page 80.**

④ **Listen to your teacher again and answer the following questions.**

a. What is the first sight the tourists will visit?
b. How long will it take them to get there?
c. How far is it from the main road?
d. Where is it situated exactly?
e. How many groups will they split into?
f. Where will they have lunch?
g. Where will they stop next?



Coping....

When we speak, we don't communicate factual information only. We also communicate both verbally and non-verbally about our emotional and moral attitudes.

We express our responses as follows:

a. **Enquiring** about whether someone is **satisfied** or not:
Is it all right/Ok Sir/Madam? / How do you like it here?
Is it what you wanted/needed/expected?

b. Expressing **pleasure** and **satisfaction**
Great! /That's all right, thank you./ This is just what I expected/wanted/ needed.
Oh, this is /very nice/fantastic !

c. Expressing **displeasure/dissatisfaction**
She is late again. / She did it again.
Terrible! Horrible! This is not what I expected.

d. **Enquiring** about someone's **wishes**
Would you like to visit the Mausoleum?

e. **Enquiring** about someone's **likes**:
Are you keen on//Are you fond of ...

f. Expressing **likes**
I love it./I'm mad/crazy about it.

g. Expressing **dislike:** No, I don't. Actually I hate it.

h. Expressing **hope**: I hope you've spent a good night.

i. Expressing **disappointment**: That's a great pity/ What a pity!
I'm sorry to hear ...

j. Expressing **fear** and **worry**: A: I'm/ afraid of/worried about ...

▶ Your turn to speak

Pair work. Imagine you are a tourist and your partner a tourist guide. Take turns to ask and answer questions as in the examples below.

Use the information in the <u>Coping with</u> on the previous page.

Examples

Tourist: I'm scared. It's really dark in here.
Tourist guide: Take it easy. I'll show you the way. } ①
Tourist: What a pity! I left my camera in the hotel.
Tourist guide: Don't worry. I'll lend you mine. } ②

▶ Write it up

Imagine you're a tourist guide. Tell the tourists what they will do, what they will see and when in your area. Illustrate the sightseeing tour with a map.

Use script 3, p.170 and the postcard below as models.



P WRITING UP

Read and check

① Look at the CD jacket below and find information about the following items: the singer's name, the composer's name, the title of the song, the writer of the lyrics.



② Listen to your teacher reading the lyrics below and underline the words that rhyme i.e., which have the same sound at the end of the lines in each stanza.

It's a rainy Sunday morning and I don't know what to do
If I stay in bed all day, I'll only think about you
If I try to study, I won't learn anything new
And if I go for a walk on my own in the park, ①
I'll probably catch the flu!

I just don't know (He doesn't know)
What to do (What to do) ①
I just don't know (He doesn't know)
What to do (what to do)

If I stay in bed all day, I'll only think about you
If I try to study, I won't learn anything new
And if I go for a walk on my own in the park ①
I'll probably catch the flu -atchoo!

③ **The prose passage below contains the rest of the lyrics of the song on the previous page. Find the words which rhyme, then transform the passage into song (by writing verses).**

It's nearly Sunday lunch time and I don't know where to eat. If I walk to the fish and chips shop, I'll only get wet feet. If I stay at home for lunch, I'll have to eat last week's meat. And if I get in my car and drive to the pub, I probably won't get a seat.

④ **Check your answer to exercise 3 above by listening to your teacher (script 4) or by playing the tape of the song.**

⑤ **Read the lyrics in exercise 2 on the previous page and exercise 4 above and answer the following questions. Circle the letter of the best answer. Justify your answer.**

A. Which of the following words comes closest to describing the singer's feelings?

a. happiness **b.** anger **c.** sadness

B. Why does the singer feel thus? The singer feels thus because__

a. his girl-friend has left him. **b.** it is raining heavily outside. **c.** he hasn't got anything to do.

Coping....

Tone of voice can tell you about a writer's or speaker's attitudes or feelings towards a particular thing or situation. If you are able to interpret the **words**, the situation, the action in a passage, this will help you understand the speaker's or writer's attitudes or feelings..

Tone may indicate anger, irony, sadness, loneliness, happiness, authority, confidence …

Examples:

Consider statements A and B below.

A. Buy two and you'll get one free.

B. If you do it, you'll regret it.

We can deduce from the word "buy" that statement A is an **advertisement**. Its author is making the following promise: if the customer buys two items, s/he will get one free.

Statement B expresses a **warning.** We can understand this from the word "regret".

⑥ **Read the sentences in column A and guess <u>who</u> is speaking/writing to <u>whom.</u> What does the sentence express? Complete as in column B.**

Column A	Column B
1. If I catch you driving fast, I'll suspend your driving licence. 2. If you're good, I'll buy you an ice cream. 3. If you aren't satisfied, we'll refund you. 4. If you don't return the book, we'll suspend your membership. **Complete with sentences of your own.**	*In sentence one, a policeman is speaking to a motorist. The sentence expresses a threat.*

► Write it out

Group work.

Making contingency plans

Imagine you're going on an excursion with a friend of yours next Friday by coach.

You may come up against unexpected difficulties, but you have prepared alternative solutions.

- Write an e-mail to your friend telling him/her of

a. what you have planned to do.

b. what you will do instead if a problem arises.

Example

Normally, we'll have lunch at 12.30 by the riverside. But if it rains, we'll get back into the coach and have our sandwiches inside.



P ASSESSING

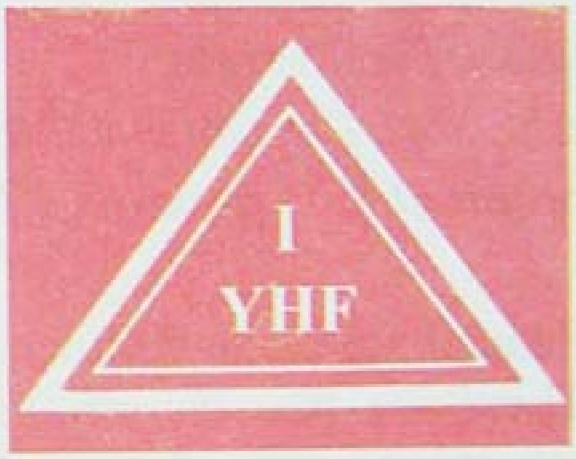
Arranging a conference

(of boy or girl scouts or local branch of Young Friends of the Earth Society/Club)



It could take the form of a folder that may include three of the following items:

- a picture of camp site and/or youth hostel,



International Youth Hostels Federation

- a <u>How to Get There</u> map,

- a schedule of activities including
  - ❑ lectures
  - ❑ workshops
  - ❑ excursions
  - ❑ entertainments

- recommendations
  e.g., *Go straight to the Registration Office as soon as you arrive.*

- contingency plans
  e.g., *If the youth hostel is fully booked, we'll accommodate you in tents.*

- a poster with
  - ❑ a drawing illustrating the theme of the conference,
  - ❑ the title of the conference,
  - ❑ the dates,
  - ❑ the logos of the sponsors.

WHERE DO WE STAND NOW?

▶ Progress check

① **Read the following conversation and answer the questions below.**

	5

Saida: Why do you throw your newspapers and old copybooks in the garbage can, Farida?

Farida: *Why not, Saida?*

Saida: *Because if we recycle them, we won't need much wood for paper; and therefore we'll save trees.*

Farida: *That's a good idea. But where shall I leave them?*

Saida: *Let me think. We have a local branch of the Young Friends of the Earth Society in our town, haven't we?*

Farida: *That's right.*

Saida: *Then I'm sure that if we go and ask them, they'll tell us where to leave them.*

Farida: *O.K. I promise. I'll go and ask them as soon as I'm free.*

A. Read aloud the underlined sentences and mark the intonation with an arrow.

B. There are two **if-** sentences in the conversation above. Find them and say what each of them expresses. (promise, threat, prediction, warning, request, suggestion).

C. Find four words which end with consonant clusters.

D. How would you describe the attitudes of the speakers towards each other? Circle the letter of the best answer. They are ___

a. angry **b.** friendly **c.** aggressive **d.** neutral

E. Find words in the text which contain the following four vowel sounds /ʊ/ /u:/ /ɑ:/ and /æ/.

② **Complete the sentences with the correct form of the verbs in brackets. Use will/won't or the present simple.**

	5

a. If you (ring) from the station, I (come) and meet you.
b. What you (do) if the train (be) late?
c. I'm sure you (enjoy) the film if you (see) it.
d. If she (phone), tell her I (be)back at three.
e. If I (see) her, I (not say) anything.

③ **Put in <u>if</u> or <u>when</u>, and choose the correct verb form.** | | 5 |

a. ___ I (get/will get) enough money, I (travel/ 'll travel) round the world.
b. ----- it (rains/will rain) this afternoon, we (stay/'ll stay) at home.
c. I (close/'ll close) the curtains _______ it (gets/will get) dark.
d. ___ I (get /'ll get) older, I (stop/'ll stop) playing soccer.
e. You can't go home now, but you can go _____ the work (is/'ll be) finished.

Writing

Imagine you're a militant in a 'green' political party. Write a ten-line paragraph to announce the programme which your party will implement if it wins the elections. | | 5 |

Start like this.

- ❑ If you vote for us, we will ….
- ❑ As soon as we take office, …

1. **Environment**
(to plant trees/to ban traffic in towns/ build recycling factories/ to clean polluted rivers/ …)

2. **Economy**
(to impose taxes on polluting industries/ on cigarettes)
oblige factories to re-use old bottles/
Create 1 million jobs for street sweepers

Keep your city clean.

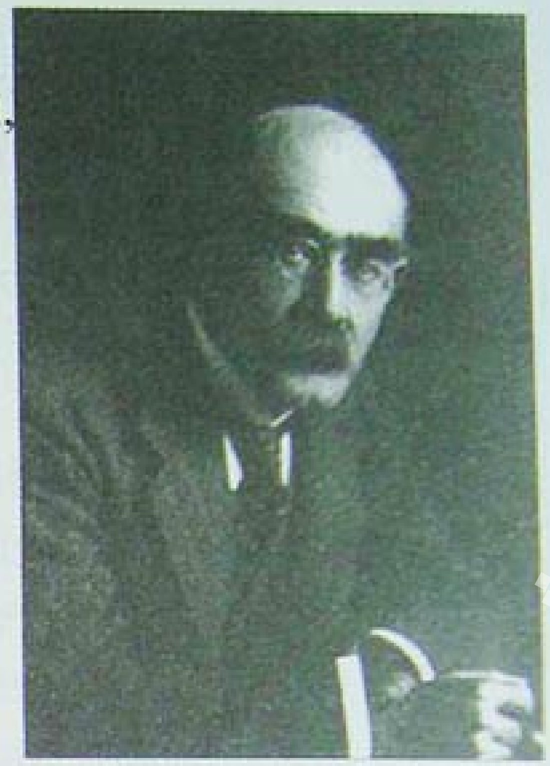


LEARNING LOG

Copy the questionnaire below in your learning log. Fill it in and hand a copy of it to your teacher. Don't write your name on it.

I can…	very well	fairly well	a little
A. pronounce **wh-**questions in complex sentences. B. use time conjunctions **when, while/ after/ as soon as** and **till** with verbs referring to the future. C. use **if** conditional type one to express: a. predictions, b. warnings, c. requests, d. offers, e. suggestions, f. promises g. threats. D. make contingency plans. E. make a fact file. F. recognise tone in a text. G. write about one's expectations. H. recognise functions. I. recognise rhyme. J. transform lyrics into prose. K. express attitudes such as a. satisfaction/dissatisfaction b. pleasure/displeasure. L. summarize a text. M. draw a road map.			

▶ a poem



[...] If you can talk with crowds and keep your virtue,
Or walk with kings and not lose the common touch,
If neither foes nor loving friends can hurt you;
If all men count with you, but none too much,
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And - which is more - you'll be a Man, my son!

(Extract from ***If*** by Rudyard Kipling)

Rudyard Kipling,
(1865-1936) the author of
The Jungle Book

▶ a cartoon



THEN AND NOW

In this file you will learn the following:

Language Learning

Functions:

Remembering
Expressing surprise
Asking for and giving information
Describing people (consolidation)

Grammar

The simple past tense (consolidation)
The semi-modal **used to**
Relative pronouns **which**, **who**, **where**, **whose**, **that**
Suffixes **-ist** , **-ian** , **-er**.
Sequencers (consolidation)

Words and sounds

Vocabulary related to old crafts, antiques, history, geography
Diphthongs
Stress shift

Skills Building

Primary skills

Deducing the meaning of words from context
Coping with interruptions in a conversation
Asking for clarification
Correcting oneself
Avoiding repetition in writing

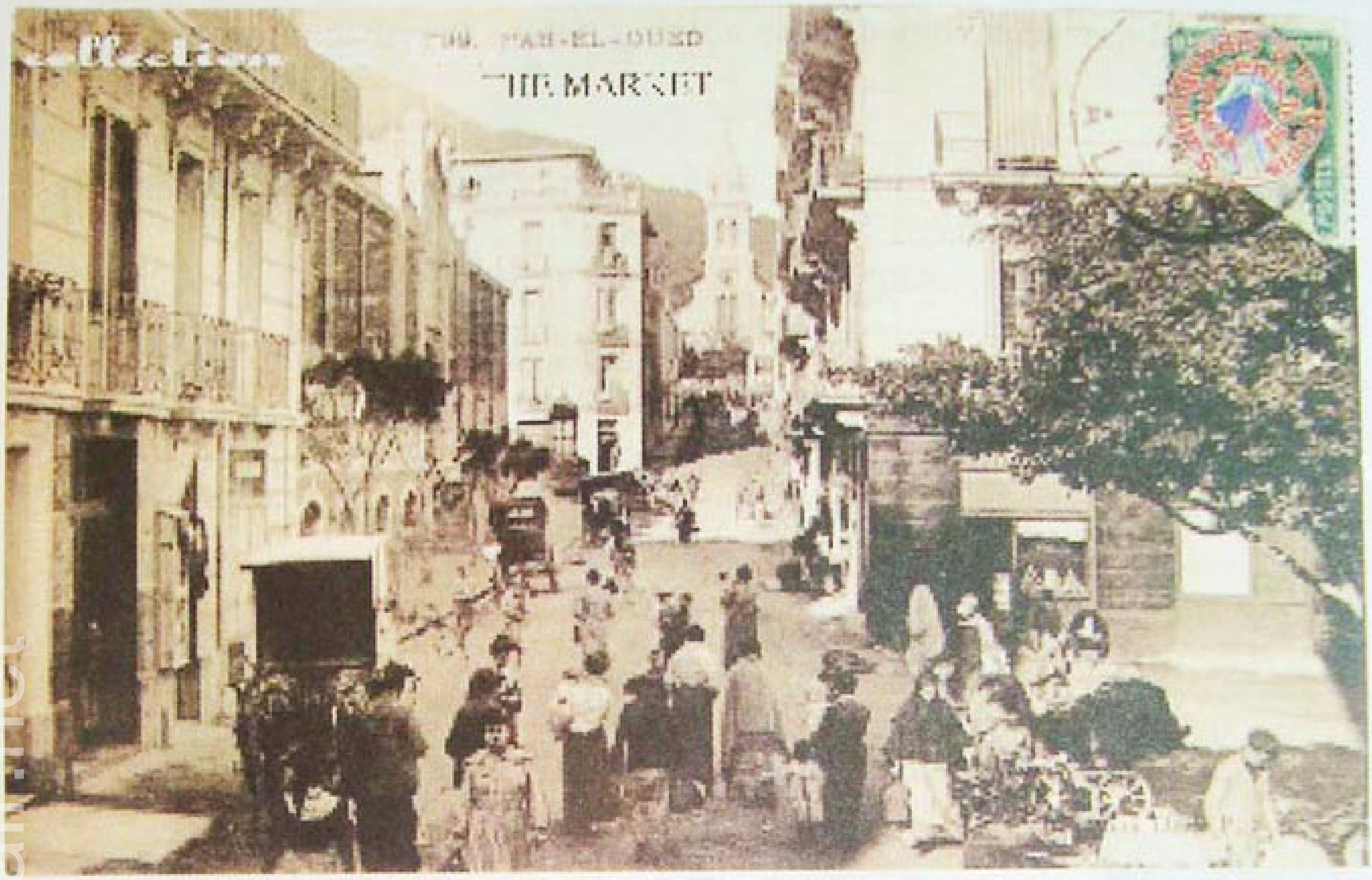
Social skills

Doing a class presentation
Solving riddles
Writing a short biography
Singing nursery rhymes
Writing a letter of opinion for publication

YOUR PROJECT (see p. 111):
MAKING A POSTER ABOUT DIFFERENCES

THEN AND NOW

FOOD FOR THOUGHT





LISTEN AND CONSIDER

Before you listen

Pair work. Look at the pictures of the stars below, then ask and answer questions about what they did for a living before they became stars.

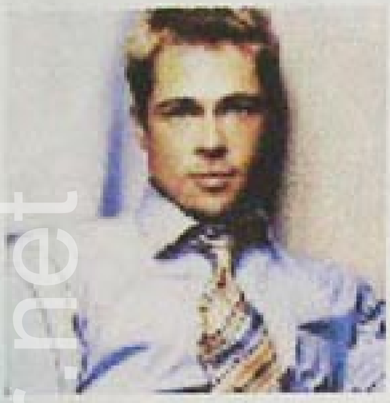
Example:

You: What did Whoopi Goldberg do for a living before she became an actress?

Your partner: She was a ____ , wasn't she?

You: You're wrong. Actually, she was ____ /That's right.

cabinet maker -shoemaker -teacher -unemployed -carpenter -bodybuilder -gas station attendant -journalist


①


②


③


④


⑤


⑥


⑦



⑧

As you listen

① **Listen to your teacher as s/he reads script 1 and check your answers to question 1 (Goldberg) above.**

② **Listen to your teacher again and note how the letter "d" in "<u>used to</u>" is pronounced in the following sentences.**

a. I used to be a teacher.

b. I used to teach in a high school in Harlem, New York City.

c. They used to be wonderful.

After listening

Grammar Window

① **Consider the sentences in bold and choose the correct alternative from the pairs of sentences below them. Circle the letter of the correct answer.**

A. I used to teach in a high school in Harlem, New York City.

a. I used to teach in a high school, but I'm playing roles in films now.

b. I used to teach in a high school in Harlem, and I am still teaching there.

B. Did you use to like teaching? Yes, I did

a. Have you liked teaching? Yes, I have.

b. Did you like teaching? Yes, I did.

C. I didn't use to complain about them.

a. I wasn't complaining about them.

b. I didn't complain about them.

② **Now look at these rules on <u>used to</u> and choose the correct answer.**

A. We use **used to** talk about things which **a. don't happen now,** but **did** happen in the past **b.** still happen.

B. We can use… **a.** the simple past **b.** the past continuous **c.** the present perfect to replace **used to**.

See Grammar Reference n°9 p 184.

PRACTICE

① **Pair work. Use the information in the box on the next page to express surprise at the news which your partner reports about a friend of yours.**

Example

You: Have you heard, Said reads Shakespeare nowadays?

Your partner: Really? He **used to** hate English.

News	Surprise
Karim / to play in major films	to be so shy
Souad / to rank first in Mathematics	to have bad marks in Geometry and Algebra
Ron / to run faster than anyone else	to lag behind everybody

② **Pair work. Interview each other using the questionnaire below. Add other questions if you can.**

A: Which primary school did you use to go to?

B: ______________________________

A: Who used to be your teacher of Arabic?

B: ______________________________

A: What about your teacher of French?

B: ______________________________

A: How did you use to go to school, by bus, by car, or on foot?

B: ______________________________

A: Did you use to eat at the canteen?

B: ______________________________

A: What used to be your favourite subject?

B: ______________________________

A: Did your teachers use to punish you?

B: ______________________________

► Write it up

① **Think about the times when you were younger and complete the reminiscences below using <u>used to</u> and <u>didn't use to.</u>**

When I was younger, I…(to go to school/ bicycle/bus/foot/train, horseback …)
After school, I … (to revise my lessons/to watch TV…) for one hour.
My favourite TV show …. (to be **The *Cosby Show*/ *Friends*** …)
My friends … (to come to my home to play games …)
At school I … (not to like Maths, English, Physics …).
I … (to prefer to study Arabic/French)
The season I …. (to like the most was summer /winter …)
During the holidays, I … (to go to the beach/camping in the forest/ …)

② **Now report orally your reminiscences to the class.**

P BRAINSTORMING

Before you read

① **Pair work. Look at the picture below. Then ask and answer questions about what life used to be like in the Sahara 5,000 years ago. Use the words in the box to answer the questions.**

stone tools - caves – animals – animal skins – spears - play the flute

You: Where did people in the Sahara ___ (to live)?
Your partner: They ____ .



You: What ___ (to do to live)?
Your partner: They ___ .
You: With what did ___ (to hunt)?
Your partner: They ___ .
You: Did they ___ (to make ___)?
You: What ___ (to wear)?
Your partner: They ___ .
You: Did ___ (to paint)
Your partner: Yes / No. They ___ .

② **Look at the picture again and guess which of the following statements <u>might</u> be true. Circle the letters of the correct answers. Justify your answer.**

a. The Sahara used to be a desert land.

b. The Sahara used to be a green land.

c. Life used to be dangerous there.

d. Life used to be very safe there.

As you read

① **Read the text below and check your answers to question 2 on the previous page.**

Dear Becky,

I'm having a very good time here in the Algerian Sahara. Yesterday, the tourist guide took us on a visit to the Hoggar.

You know what? The Sahara didn't use to be a desert. It used to be a green land with large rivers and big lakes which contained a lot of fish. It had large forests, which were full of dangerous animals. The people who used to live in the Sahara were cave people. They painted many beautiful pictures of animals and hunters in the caves where they lived. They wore the skins of the animals which they hunted. Guess the origin of the word Sahara! I know you will tell me that it comes from the Arabic word Sahra which means desert. Well, that's what we've learned at school. But I have discovered here that the word Sahara probably comes from Sagara which is a Sanskrit word for big sea.

I took beautiful pictures of the cave frescoes in the Hoggar and I'm looking forward to showing them to you and my classmates.

With my best wishes

Ann.

② **Read the letter above again and find two or three pieces of information in the picture on the previous page that are not mentioned in the letter above.**